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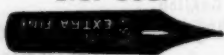
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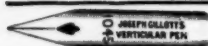
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A Weekly Journal of Education.

Vol. LI.,

For the Week Ending July 20

No. 3

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All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

A Conversation.

By R. S. J.

"Do you really think that the teachers who know all about the matters you discuss in THE JOURNAL are better teachers than the others? I mean can they teach arithmetic, geography, and reading better, for example?" This question was put by one who had been a long time in charge of a school with upwards of twenty teachers. He was a fair-minded, honorable man; but to him it seemed "there was getting to be a craze" about studying theoretical education.

"You will admit that Froebel did a great deal for the education of young children?"

"Certainly; I believe in the kindergarten. Why, the teaching in the primary department of this school is fifty per cent. better than it was fifteen years ago."

"Did Froebel reach the kindergarten without much thought? Do you not remember in his biography it is stated that he gave most of thirty years to observing and thinking about children? The subject of education is then a deep and intricate one. It concerns anthropological problems; it is a psycho-physical subject. Not only has not the last word been said, but the first word has hardly been said."

"Yes, I will admit all that; but what I mean is that, in a practical way, cannot a teacher who knows arithmetic well, teach it just as well as one who knows it and also knows all about Froebel and Comenius?"

"You have nearly twenty teachers, and I have heard you say you wish they were all like Miss A. What is the reason you value her so highly?"

"Why she is a very superior teacher. She can interest the boys; they would prefer to stay in at recess rather than go out; I have to order them to go back sometimes; they leave the playground to be with her."

"Does she know arithmetic better than Miss B.? Is that the reason she can teach it so much better?"

"Oh no; she is a very fair scholar in arithmetic, but she knows how to teach."

"Do you suppose that she thinks on the problem of teaching, of education?"

"No, I don't think so."

"In other words, that she teaches well instinctively. But this is a mistake. I know Miss A.; she has quite a library of books on education; she is a reader of educational journals. When she began to teach in a country school she had poor success and thought of giving it up; she went to a normal school and tried it again and succeeded better. She has made teaching a con-

stant study and she does now. There is no instinct about it—it is all hard work."

"I know she is a thoughtful person and reads a great deal. Miss B. is what they call 'dry-as-dust'; she has a good presence, but cannot interest. I have suspected that her mind is on other things. She doesn't think on her work, as I have told her frequently. Yet her native powers of mind are as good as those of Miss A. I have attributed her wandering mind to 'the coming man' that throws his shadow before."

That is a mistake, I believe; she probably reads no school journals or books on education, and so her mind turns away from her school duties as soon as she leaves the school-room; she forces it back reluctantly each morning, but the pupils feel that she is not a part of the class. If she thought for an hour a day on educational problems she would feel differently, as you must see when she enters the school-room. So, to the question whether a teacher will teach arithmetic, geography, and grammar better for knowing education in its theoretical aspects, I unhesitatingly reply yes. The best teachers you have are readers of educational literature; the poorest ones are non-readers."

It is not probable that among the questions asked by the license-giving authority this will occur: *Do you know how to question? or Have you studied the art of questioning?* It is a subject as difficult as arithmetic; it is more important than arithmetic. (1) The questions should be logical, beginning with something the pupils already know; the next based on the answer given and so on. (2) Use questions that require thought. (3) Do not use indefinite questions, or general questions—these latter may be used in reviews. (4) Avoid a set form of questions; do not let the pupils know what will be asked next. (5) Question rapidly, for children's minds work fast and they lose interest when they see the teacher behind instead of ahead of them, as he ought to be. (6) Remember that things come to the pupils in wholes and that questions are used to take these to pieces.

It is a curious thing that often the dull pupil at school is recognized outside as not wanting in brains. School life is artificial; school exercises are artificial. A pupil may have good brains and not be able to recite the multiplication table, or spell long lists of words of which he does not know the meaning. To turn mental ability into such channels often requires long practice. A pupil of narrow powers is often the most successful in this kind of work. The dull pupil of the school is not really dull. The pattern pupil, the one that can spell every word and nimbly skip over the arithmetic tables, rarely accomplishes anything more. Teachers, learn to interpret this enigma.

The Key to Success.

(From Principal W. E. Wilson's address to the graduating class of the Rhode Island state normal school.)

Success in teaching depends upon a great many conditions, such as opportunity, support, and co-operation, executive ability, skill in method, etc., but ultimately it depends upon yourself. I do not mean that it will depend upon your effort or your will as that phrase commonly goes. One may try hard enough, he may will earnestly enough and not accomplish what he tries and wills to do. It will depend upon the quality of your personality, upon what is in you and of you. Your success will be no greater than you are, or than you become. Otherwise it will not be your success but only your accidental fortune.

The power of teaching is not in the matter or the method so much as in the quality of its source. How far it goes will depend upon the energy of the source that sends it forth. Method in teaching, is very important, but it is not as important as the quality of the mind and heart from which it comes. A man may use a telephone and send his voice a hundred miles, but his words gain no worth or power from the mechanism that has merely transmitted them, but let the words come forth from the soul of Philips Brooks and they will go round the world, their effect will never cease.

Teaching is not merely transferring thought from one head to another, it is not imparting ideas; it is energizing, it is moving to life and action. The teacher must be a source of energy. What he does efficiently must come out of his own soul.

But this putting forth of influence, this generating of mental life, which is the teacher's best function, is expensive for the teacher. Energy like money is one of those things which you cannot spend and still have. There is no more exhausting work than teaching, and where can you find a more profitless performance than a tired teacher pretending to give instruction to a class of listless children? An exhausted mind, a fatigued brain, has no teaching power in it. Nor is there any teaching power in the brain that has never been charged up with the energy that can propagate itself. The greatest part of the preparation for teaching is not learning how to prepare and present material, how to formulate instruction, and how to develop the child's thought; it is to get the soul well alive and charged up with power.

This view of the matter, which is surely the true one, suggests, that self-culture of the most liberal sort is a constant necessity of the teacher who is really ambitious to succeed. Even if the teacher is abundantly prepared in health, character, scholarship, and training, she must still constantly nourish her own life and generate the power which she must constantly apply. Do not forget then that the common requirements of hygiene lie at the basis of your success. Your power depends upon the right ordering of your physical life in reference to your food and drink, your manner of respiration, the free action of all the organs of life, the due alternation of vigorous exercise and repose.

Then your mental life will still require nurture and discipline too. Be liberal with yourself these coming years. Continue to put into your minds the best that literature and art and nature offers you. Provide yourself with the best books and read them well, see as much as possible of the noblest art and the finest scenery, and hear the best music and the most eloquent speaking. Travel as widely as you can, and with your eyes and ears open. As far as may be proper seek to put yourself in contact with men and women of strength and refinement.

You will find in your educational periodicals and books an abundance of material which will be convenient and helpful in teaching. Use it freely. But do not confine your professional study to the details of teaching. Keep reading also the discussion of the deeper and larger educational questions. Enter with earnest appreciation into the educational life of the time, and take a part in some of the very interesting educational movements now in progress.

Live Geography. VI.

By CHAS. F. KING.

JOURNEYS.

(Direction to teacher:—Many facts in reference to education are intended only for the teacher and will not be likely to interest young children. The teacher will make a judicious selection for class work. These articles are not exhaustive. Much has been omitted for want of room, and some mistakes have been made, the result of hastily gathered information.)

THE PEOPLE OF THE SOUTH.

Education:—In the anti-war period there were practically no public schools in the South. At this time the South was paying annually "to the North for books and education not less than five million dollars." The colleges, academies, and denominational seminaries furnished the higher education required in those days. For the younger folks every planter had a school in his own house. Private tutors were common; private schools were the glory of the section.

At the close of the war banks were gone, investments of every sort swept away, and the people unable to support any kind of schools. For ten years educational affairs were managed largely by the Freedman's Aid Society, Freedman's Bureau, and denominational agencies. These societies spent millions of dollars, erected many buildings, and founded many great educational institutions such as Fisk university, Straight university, Hampton normal school, etc. The Peabody, Slater, and McDonough funds have contributed nearly six million dollars more to help on the good cause.

If any person has any doubt in reference to the interest taken to-day throughout the South in higher education let him visit their colleges and count the number of students striving for a good education. He would find, to mention only a very few institutions, in the University of Georgia, 1200 students.

in Washington university, St. Louis,	1500	"
Vanderbilt	800	"
University of Kentucky,	700	"
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Only a few Northern colleges are better patronized.

Private secondary schools are again filled with pupils from the better classes.

Encouraged by friendly assistance the South began soon after the war to establish public schools in every state. What has been done in the last twenty-five years is marvelous and is only equaled by the efforts of France in the same direction. State and city educational systems have been organized, buildings have been erected or bought for school purposes, normal schools established in nearly every state, superintendents chosen and clothed with authority, and high schools added to the system in most of the cities. New Orleans has now three large and excellent high schools. Southern educators have constantly visited the North to inspect our school system and methods; they have been faithful attendants upon summer schools and educational gatherings. Selecting the best of what they saw and heard, they have adapted these ideas to the new conditions at home. Success has usually followed for there were no prejudices to overcome. Excellent public schools are to be found to-day in most Southern cities.

As illustrations of these general remarks we add below some details of schools in two places, in different states.

Columbia is the capital of South Carolina, situated on a high and commanding position, in the center of cotton fields, with wide streets and shaded avenues. It has a population of about 17,000. Eleven years ago a public school system was established, and Prof. D. B. Johnson chosen superintendent. Out of almost nothing he has built up large and flourishing schools, and housed them in fair buildings. The normal department, soon to become a state normal school, is doing the best of work and has in its classes about fifty young ladies from the best families of the state. In the different grades of the primary and grammar schools only the most improved instruction is to be found; deadening, hum-drum, routine methods seem to be entirely absent. Superintendent, teachers, and committee work together in happy harmony for educational advancement. The text-books used are of a high order of excellence. A good sized school library has been secured with money raised from school entertainments, etc. Music and drawing are taught by a special expert. The colored children here and elsewhere in this part of the country are in separate schools usually under colored teachers. Mr. J. E. Wallace, a college graduate, is principal of the Howard school in which nearly 1000 colored children are being educated. The good order and fine appearance of this school show the wisdom of giving the blacks the same educational advantages as the whites. This is now done in each state. Georgia now spends more money for the education of the blacks than the whites.

New Orleans has built up its public school system since the war; most of the work has been done since its present efficient super-

intendent, Prof. Warren Easton, took office. The city was fortunate in receiving from Mr. McDonogh about \$700,000 with which to build or purchase public school-houses. This fund has been only partly expended, and yet nearly 40 buildings are now occupied with pupils. Some of the newer schools are well planned, well ventilated, plain, comfortable, and neat structures supplied with suitable school furniture. In many cases the aim of the teacher is to give the school-house as homelike an appearance as possible. Open fires, plants, pictures, comfortable chairs often take away the set appearance of a school-room. The schools in this city are divided into primary, grammar, and high.

The requirements and course of studies are similar to those in the North. All the schools are well graded, but two grades are frequently placed under the same teacher in the same room.

Kindergarten schools are just being introduced. The three high schools are located in different sections of the city, one being in the Creole part. The boys' high school near the center of the city is under most excellent management, and is doing first class work. Prof. N. V. Calhoun is the gentlemanly principal. Some of the teachers are graduates of Harvard university. The girls' high and normal school is filled with pupils from the best families of the city. The principal, Mrs. Mary Stamps, a woman of great culture and high social standing, is supported by a loyal and most efficient corps of lady teachers who endeavor to unite a scholastic home with the most worthy of educational institutions. In every room can be seen refinement, culture, earnestness, and hard work.



A PLANTATION HOUSE.

The normal department is doing much to give the city graduates who are able to use the best and most modern methods.

In New Orleans the children attend school from nine till two in all the grades. This necessitates a lunch and recess which comes at twelve o'clock. The pupils then file down to the basement and yard with their little baskets or luncheon boxes. They form into groups somewhat according to choice and in great order, neatness, and quietness enjoy the substantial food provided by wise mammas. The children frequently exchange dainties. Water is passed round by pupil attendants. One teacher overlooks the feeding with the help of the janitress. The other teachers lunch in their own rooms. The teachers report little trouble or annoyance from the luncheons. It is an interesting sight to see hundreds of little children eating together in such perfect order.

Every pupil in this city, no matter what his grade, has an elaborate Report Book bound in paper, in which are recorded his "fidelity and success in daily work." The pupils are marked in every study, not by per cents, but by letters; *E* stands for excellent; *G*, good, etc. These reports are made out for every child every month by his teacher. The child carries them home monthly to be inspected, and signed by the parent and brought back to school. These books are kept on file and thus show the standing of the child during any period of his school career. The work devolved upon the teacher must be very great, but the benefits of the system are said to be great also.

Children enter the primary schools at six years of age. The school begins its sessions for the year about Sept. 20. Children are then admitted in the first two weeks in September and in the first two weeks in February. No pupils are allowed to enter the school after ten o'clock. Parents are not allowed to "reprove teachers in the school-house or elsewhere, verbally or in writing;" if they do, their children are "liable to expulsion." This latter rule is vigorously enforced; as a consequence the teachers are treated with the greatest respect in New Orleans just as they are in Germany. The high culture and social position of so many teachers in this city also commands respect from friends and strangers. In few, if in any, cities are the teachers more united, more earnest and enthusiastic, more eager to learn of new and advanced and better methods. Such teachers led by so able, genial, and well posted a superintendent as Prof. Easton could fail to make good schools in any city.

In closing, and partly by way of review, permit me to bring together a few

NOTICEABLE CUSTOMS IN THE SOUTH.

People build and own single houses.

Live out of doors more than Northerners.

Rarely wear an overcoat in winter.

Neat houses with open grates instead of furnaces.

Build wooden houses to a great extent.

THE "PLANTATION HOUSE" ADAPTED TO THE CLIMATE.

Use the term "freezing point" in speaking of temperature.

Do not often wear rubbers.

Have open drainage in the streets.

Use no coin less than a nickel.

Sell their papers for five cents each.

Use coin in place of small bills.

Go to market in person, even Sunday, A. M.

Like rich food, and strong coffee.

Drink wine like the French.

Eat rice with meat.

Employ many servants.

Use the word "gallery" instead of piazza, "reckon" in place of guess.

Use the soft, liquid pronunciation of words.

Have open basements in school-houses.

Employ janitresses instead of janitors.

Have separate schools for whites and blacks.

School sessions are from nine to two in all grades.

Use mules for heavy work in place of horses.

Milkmen are often women.

Men have their shoes blacked and are shaved at the same time.

Bury above the ground (in New Orleans).

Are accustomed to be waited upon.

Take great pride in the family, the city, and the state.

Are noted for politeness and hospitality.

The women excel as conversationalists, the men as politicians.

Have very strong convictions.

First Year With Number. X.

By ELLEN E. KENYON.

A RÉSUMÉ.

The aim in this course has been to show (first) that Number, like Reading, has its Liberal and its Mechanical side; and (second) to indicate the psychological confines of each and how to deal with each in teaching methods.

Proportionally, the amount of number that can be taught in correlation with other subjects and without injustice to the subjects so correlated, is, I believe, less than the amount of reading that can be so taught. Correlation degenerates from a science to a fad when the mind of the child is turned from essential consideration of the subject in hand to an irrelevant pursuit of number. In the legitimate application of number to the study of objects, which should be the child's chief concern, much desultory exercise of the number faculty occurs and much casual acquaintance with arithmetical methods is acquired. But this desultory and casual gain is not, even under the best of teaching, enough for even the brightest of children.

Regular, ordered, graded practice in manipulating and applying numbers is necessary, and correlation will not supply this. Games, however, will; and she is the best teacher of the Mechanics of Number who can induce in the children the liveliest zest for number *plays*.

THE LIBERAL SIDE.

But little space has been given to this important side of the subject (important to the correlated studies as well as to arithmetic itself) because its subject matter depends upon the themes of study pursued in other departments.

In the examination of any natural object, facts are revealed and may be noted as to number of parts, proportion of parts, etc. "A certain bird lives so many years and brings up a brood of four birdlings every season. How much increase?" etc. "What part of the stem in your drawing bears leaves?" "About one-half." "How about the plant?" "About two-thirds of the stem is between the root and the first leaves" etc.,—resulting in correction of drawing or greater care in making next one. "How many inches did you measure from tip to tip of the bat's wings?" * * * And how many from beak to tip of tail? * * * Then your drawing must be about how many times as wide as it is long?"

Mr. Jackman arranges the number work evolved in his nature study under four heads: Whole Numbers, Fractions, Ratio, and Percentage. He gives many questions under each head. Only those should be asked whose answers are worth noting in a description of the specimen. In lessons in which each child has a specimen, average measurements offer not only quite a field for number work, but a beginning in the study of comparative anatomy.

Common objects of the manufactured sort should be studied by measurement as well as by enumeration of parts, uses, etc.

This affords much opportunity of applying and strengthening ideas of number. The common measures, gill, pint, quart, inch, foot, yard, etc., should be among the objects introduced for study. Drill on the tables of measurement should be avoided on the same principle that teaching synonyms together should be avoided. Such drill results in hopeless confusion, and is a cruelty to the child that would make some conscientious teachers, who have shortened their own lives by the practice, turn in their graves if they could realize it.

THE MECHANICS.

The study of pure number can arise only from the study of number in its material relations. We must teach *from the concrete to the abstract*. This transition has to be delicately and patiently managed by proceeding along psychological lines through a carefully graded series of steps.

Before we can begin teaching the child any subject, we must find his level in that subject. The first thing to be done in number work is to ascertain how much number work the child has already done. The second is to teach from the results of this—*from the known to the unknown*.

To economize teaching time and energy, pupils on the same number level may be taught number together. For this purpose, a teacher should grade her pupils into number groups, according to their ability to deal with lesser or greater numbers, and give each group a lesson distinctly adapted to its own needs.

The first thing to be looked for, in examining pupils in this subject, is the power to recognize the number of objects in a group of objects. This must not be told by counting, but at sight. It is the whole group that must be seen as a whole and named as a whole. The next thing is to teach *from the whole to the parts*.

The number contents of each group are to be observed and stated by the child. At first, while timidity of the school circle is still great, while the observing powers are still quite new to direction and language is deficient, only the easiest relations of these number-parts should be studied. These are addition, subtraction, and comparison. Multiplication and division come next; partition last.

These modes of measurement (for that is all they are) are to be applied in turn to each new number studied. To gain a thorough familiarity with the numbers to and including ten (which is most desirable as a solid basis for the science of arithmetic) it is best to go slowly, taking a year for the study. The process is to apply to each succeeding number all the lesser numbers in turn as measures, by all the modes of measurement named above. The result of this complete work is the following table of statements for each measure used (*a* representing the number under examination, *b* any lesser number, used as a measure, and *x* the number to be supplied by the child after investigation):

$$\begin{aligned} b+x &= a \\ a-b &= x \\ x \cdot b &= a \\ a \div b &= x \\ b &= \frac{x}{\text{of } a} \\ a &= x \text{ more than } b \\ b &= x \text{ less } a \end{aligned}$$

In the thorough study of each succeeding number there will result as many tables on the above plan as there are lesser numbers to measure by. The study of all numbers including and within ten, yields 45 tables, or 315 number facts. These facts are not to be drilled into the mind through *repetition* of statement, but are to be made its permanent property by repeated *evolution* of statement, *i. e.*, by renewed experience whenever memory fails. The apparent amount of work to be done need not terrify the teacher who surveys the whole at a glance. The increasing ease with which numbers are *thought about*, under true teaching, quite does away with the need of verbal memorizing. The well-taught pupil *sees* the relation suggested by a number question within his conceptual range and answers from a fresh mental image, instead of from a stale echo of a many-times-repeated-statement. This is what constitutes the difference between the "New Education" and the old in early number teaching. (These mental images of number groups and their contained relations confine themselves to a very narrow range, but upon their absolute clearness and infallibility within that range depends the power and correctness of inference by which all arithmetical questions of the future will be answered.)

In the establishment of these mental images that are to come at call until the mind needs them no longer, many varieties of counters are to be used and many kinds of busy work employed; and to cultivate the power of the mind to recall them promptly (and afterward to recall the facts about them without troubling itself with the images themselves) various lively games should be resorted to. "Number gymnastics" (sarcastically so named because drill teachers made them a hindrance and a torment) have a place in number training, though it may be a smaller place than these articles have seemed to give them.

These elementary number concepts vary greatly in complexity. Some of those evolved by operations in multiplication, division, and partition are perfectly simple and others very difficult. The difficulties in picturing and statement must be postponed until, one after another, they are conquered on the line of least resistance by proceeding *from the simple to the complex*.

The clearness of these number concepts, is enhanced by encountering numbers that cannot be pictured. For instance, some incident in the "observation work" brings to hand the (inconceivable) number sixteen. To separate sixteen, which cannot be seen, into four fours, which can be seen, is an exercise upon four.

The language of number, both oral and written, should grow with the growth of number ideas. If so taught, it will contribute to the growth of the ideas themselves. The effort to express a thought clarifies the thought.

When the language of rudimentary arithmetic is well understood, and the plan of investigation has become the property of the children, they should be introduced to independent study. This should occur during the measurement of the number seven. It should proceed, by the method of measurement with counters and tabular statement of results, well into the second year and well on through the mastery of the teens. It should be dropped as soon as it has become so thoroughly easy that no fractional measurement offers any difficulty in idea or statement.

Pupils should be original as soon as possible not only in their numerical inductions, but also in their applications of the number facts discovered. They should be led, by little and little, from their first attempts at making "number stories" in addition and subtraction, until they can readily give a rational example to illustrate any fact stated in any of their tables. This will not occur during first year work. They should, at some time during the second year with number, reach a point of qualified self-direction in this part of the work, from and after which they will be able to make all their own "mental arithmetic" problems. In the early development of this work, the teacher should seek suggestive aid from other imaginations than her own. Otherwise, the brightest will find her examples running in ruts. All good primary arithmetics contain questions appropriate to the different stages of study. Reed & Wentworth's contains a more generous supply than any other that I have seen.

Teachers who faithfully follow the course of study in first year arithmetic suggested will scarcely be able to realize at the end of the year what they have accomplished for the children, or how little really remains to be done in this subject, which was the bugbear and the tyrant of the old-fashioned school. Not so much "little" in comparison with what she has done, but little in comparison with what the drill teacher leaves to do. Half an hour a day devoted henceforth directly to arithmetic, will advance the pupil more rapidly than all the time spent on this study in the old-fashioned school did its pupils—and this without worry to child or teacher, for the pupil has mastered the art of study. A few "rules" remain to be taught, but the pupil's mind has been developed so that a suggestion is a suggestion to him. *The chief labor of teaching has been performed.*

"Which do you like best, the children regularly promoted to you from Miss A's class, or those skipped from Miss B's class?" said a principal to Miss C.

"Well, replied Miss C, Miss A's children know more, but Miss B's children learn faster. I don't think they will miss the grade they skipped, by the time they are half through this one."

Think what this means, fellow teachers—this saving of *five precious months out of the year*—to the children of the poor! The incident is from "real life."

The teacher whose salary has been regularly paid during the fearful panic the country has passed through cannot realize the shrinkage that occurred where retrenchment was made. In the matter of railroad earnings here are the figures from June 30, '93, to June 30, '94.

The loss in freight earnings (which amount to two-thirds of the revenues of the railroads) amounted to \$129,562,000. In passenger earnings the decrease was \$16,142,000. A falling off of \$1,684,000, in other sources of revenue, brought the total loss to the railroad companies up to \$147,390,000. Those figures indicate the diminution which the panic inflicted.

The railroad managers sought to offset this loss by reducing expenses. Through lower wages, reduced forces of employees and curtailed purchases of supplies, a saving of \$96,504,000 was effected, so that the net earnings decreased \$50,883,000. The income from investments decreased \$6,832,000 so that the aggregate decrease in net earnings was 57,715,000. The amount represents the loss of income to the holders of railroad stocks and bonds, the reduction or passing of dividends, the failure to pay interest charges and the passing of a third of the railroad mileage of the country into bankruptcy and receiverships. Interest not paid amounted to \$2,413,000 and dividends passed or reduced to \$5,353,000. The operations of the companies showed a deficiency for the year of \$39,820,000, compared with a surplus during the preceding year of \$10,128,000.

Educational Associations.

The National Council of Education.

By EARL BARNES.

Friday, July 5 at 10 o'clock in the morning the National Council met in the Supreme Court room, in the state capitol in Denver—that is to say, the fragment of the council that was on hand met and declared itself to be the council. It held two sessions daily, Friday, Saturday, and Monday, and spent Tuesday forenoon in executive session.

Even placing a copyright on the program in the official bulletin had not been able to preserve it intact, and so an unexpected subject confronted the council. The new programs said Emerson E. White would report on moral instruction in elementary education, but Mr. White had not found time to prepare the report and he was not present. No other member of the committee was present except Mr. Rounds.

The president waived his right to an opening address, and the morning was given up to a general discussion. In the afternoon Mr. Dutton read a paper on "Economy in Elementary Education;" and the following morning Mr. Sabin presented the report on "The Ungraded School." In the afternoon a discussion on a "Graded Course of Study on Herbartian Principles" was led by Charles McMurry. On Monday morning Mr. Hinsdale presented a report on the laws of mental congruity and mental energy applied to some pedagogical problems, and in the afternoon Mr. Cook reported on the kind and amount of practical work and its place in the normal school course.

I shall not give outlines of these papers; they have all appeared in the press with curious variations and they will come out in the Proceedings in a convenient form for preservation. It will be more interesting, and possibly quite as valuable, to glance at the three days' work as a whole.

Mr. Gilbert described the general tone of our whole work when he said on the second day that we were dealing mainly with instruction, not education. In moral education we talked about what to teach—the instrument of work, rather than about what we wanted to get as a result of teaching. With the graded course of study there was more attention to the kind of product desired—as was inevitable with Charles McMurry to lead—but the discussion constantly fell off to considerations of mere detail. It was remarkable in what insignificant little details the discussion would often get involved.

It was remarkable how much of form we found to entangle ourselves in. As one of us said in discussion, "Children are not of transcendental importance in the training of teachers if we have plenty of good discussion in the theory of education." One of the Denver papers justly closed its account of this session by saying: "The conclusion of the discussion was that much theory should precede practice and much practice should follow theory."

The material for the papers was drawn almost entirely from the inner consciousness. It was evolved from opinion and experience. It would be interesting and instructive to compare a set of papers read before a physicians' congress with these of ours. Ours were like those of a theological conference.

Didactic statement followed didactic statement, and when we discussed the papers we proved or disproved our statements by declaring them true or false or else by saying; I have found—There was one delightful exception to this sweeping statement in the paper—ungraded schools by Mr. Sabin.* Mr. Sabin and his committee had gathered a quantity of information—the same as a doctor or engineer or scientist would have done if writing for a council meeting. Mr. Sabin had them carefully digested and organized the matter and worked out some tentative conclusions. The council was so refreshed that it appointed a committee to see what could be done with the report. The committee reported back later advising the appointment of a committee of nine on the same general plan as the Committee of Ten to carry on the investigation of rural schools along the lines laid down by Mr. Sabin, and they asked the directors of the N. E. A. to set aside \$2500 to meet the expenses. The sum was made larger than that given the Committee of Fifteen in order that the committee might be able to publish its own report. If Mr. Sabin is able to use the same method of work employed in the preliminary report with his larger committee—we may confidently expect a study full of the strength that makes things move forward.

None of our work had any connection with the past except as an experience laid historical foundations. In none of the meetings either of the Council or of the N. E. A. was any historical aspect of education expressed, though plenty of papers told what was to happen in the future. An observer from the outside might have imagined that educational theory and practice began with the

generation before him—except for the occasional mention of the words Comenius or Pestalozzi.

Instruction, forms of things knowledge evolved for inside—with careful avoidance of the vital questions connected with modern scientific, social, industrial, and religious movements marked our deliberations. We were eminently respectable and carefully safe. The earnest, simple presentation of real work by Charles McMurry and the meaty report of Mr. Sabin—were the only considerable exceptions to this sweeping generalization, which, like all sweeping generalizations, contains many little lies.

And yet the meeting has paid, many times over. It takes a good deal of power to run the machine but it pays a hundred per cent. on its investment. One only regrets that the vital conversations, the fragments of wisdom, philosophical, scientific, historical, and personal, which were floating everywhere—the lobby, the balconies, the streets, and the dining rooms where knots of men and women gathered, could not have been gathered up and set in a volume to strengthen and enrich the life of our schools. It would not have been a volume of proceedings, but a volume of educational questions, with catch words of wisdom printed in the margin.

Leland Stanford Jr. University, California.

Ungraded Schools.

(Synopsis of Report of Committee on State School Systems. Presented by State Supt. Sabin, of Iowa, chairman of the committee, to the National Council of Education, Denver, July 6, 1895.)

The report treated of the subject mentioned in the title and embraced the following topics: Revenues and their Distribution; Organization of Schools; Supply of Teachers.

Revenues.—School funds come mainly from three sources: invested funds, state tax, and local tax. The consensus of opinion, as derived from a number of quotations taken from reports of different states, is that some way must be devised to remedy the inequality in revenues which exists between ungraded schools in different districts of the same township. The district with a low valuation should be enabled to maintain a school equal in efficiency to other schools of the same grade in that township or county. The committee are unanimous in the opinion that the system of district taxation is unjust and vicious.

The best unit of taxation in the older states is probably the township; in the newer states, or in the states where the population is largely transitory, the best unit is the county.

In most states the distribution of funds is based upon the number of children of school age. This furnishes no criterion of the school necessities of the district. The consensus of opinion is that the prevailing system of distributing school funds, pro rata, upon school age as the basis, gives an undue advantage to schools in the stronger districts. There should be a reasonable support guaranteed to the weakest school in the township or county.

The Township.—The judgment of state superintendents gathered from various sources is strongly in favor of the township as the unit of organization. The principal arguments in favor of this may be stated as follows: 1. Economy of administration. The number of school officers would be greatly reduced. The township system would effect a saving of thousands of dollars annually in expenses. It is simply adapting business principles to the business affairs of the schools. 2. Simplicity of organization. The township board of education should have the same powers as the board in the city or independent district. 3. It affords the only means through which we can reach township high schools and township supervision. The township high school then becomes a necessity. It would furnish a needed incitement to pupils in the lower grades and would encourage them to remain longer in the schools. Township supervision is the natural result of the township system. 4. The township system would equalize the burdens of taxation so as to render it possible to distribute funds in inverse ratio with the wealth of the towns. In some states a fixed sum is set aside for every school before any general distribution. The remainder of the funds should then be distributed to each town in a ratio based upon the actual attendance of pupils.

We conclude that the substitution of the town for the district as the unit of organization is absolutely essential to the good of the ungraded school.

Probably the number of pupils enrolled in ungraded schools is at least fifty per cent. of the entire enrollment. Including schools of two rooms with no supervision, the per cent. would be much higher. Considering that the large percentage of normal graduates is absorbed by city schools and that the brightest teachers, who have had a partial normal course work into graded schools, it is evident that the country school is left mainly to the care of novices.

*A synopsis of this paper is printed on this page.—Ed.

Supply of Teachers.—Preparation for the country teacher ought to embrace three particulars: 1. A thorough acquaintance with elementary branches. This would include a discussion of the various points, but they must all yield to the thought that whatever the teacher attempts to teach, she herself must know. 2. A practical knowledge of the best methods of teaching, of school management, and an elementary knowledge of the principles of education. 3. Some practice in actual school work under a skilled trainer. These are the minimum requirements and can possibly be compassed in a two years' course. There are four courses open to us. 1. The improvement of the county institute. The instructors must be men and women who have had professional training, and who have made a study of the conditions and wants of the country school.

2. A system of summer or training schools under the care and direction of the state authority. It is a new era in the life of many country teachers to come under the influence of a scholarly and cultured person even for a single month.

3. The state should avail itself of existing educational institutions. Preparatory departments in colleges, private normal schools, and training classes, should be encouraged by material aid provided they conform to requirements made by the department of public instruction.

4. The establishment of small normal schools, at moderate expense, as fast as possible, in different places in the state. These must be kept down to the practical work of fitting the country teacher for her work in the country school.

The committee reach these conclusions:

1. The proper unit of taxation is in no case the district. It should be either the township or the county, as the civil organization of the state may determine.

2. Every community should be required to raise a certain sum for the support of their schools. A definite sum should be appropriated to each school out of the state funds, and the remainder should be divided pro rata, based upon actual attendance.

3. The unit of organization should be the township unless in the newer states the civil unit may render the county preferable. In no case should it be the district.

4. The weakness of the rural school is in the want of skilled teaching. The state should encourage all available means of bringing normal instruction to the doors of the teachers so that we can require some degree of special preparation from every candidate who aspires to teach in the rural schools.

The American Institute of Instruction.

PORTLAND, ME.

July 10.—The sixty-fifth meeting of this important body of educators has been in operation here for three days and the entire city has surrendered to it. It was founded in Horace Mann's days and before it have come the most distinguished of New England's educators. Gov. Cleaves welcomed the teacher Monday evening and was followed by Mayor Baxter. President Stetson replied and called on President Andrews who proceeded to discuss how to eliminate poverty. He asked if the higher standard of living now desired could be maintained without a considerable rise in wages. He suggested that the children of the poor must be educated and put on small farms—Mill's scheme of colonization. This means compulsory education; kindergartens must be increased; politics in school boards must be abolished; better qualified superintendents are needed; better teachers, and of course, better salaries; more attention to morality and this means a strong and beautifully balanced character in the teacher; the school-house must be beautified, properly heated, and ventilated; pictures and statues in every building; frugal but hygienic lunches at public expense. As for religion let the sects open rooms in the vicinity and teach before and after school.

The paper of Pres. Walker discussed manual training; he referred to defects in the eye as color blindness, short-sightedness, and said the practice of the mechanic arts was the best cure for these; the use of a book enhanced them.

Dr. H. S. Baker, of St. Paul, discussed mental fatigue and its relation to mental development. The higher feelings, religious and social, tire first; emotions need rest before intellect; worry and anger consume brain tissues rapidly; the selfish propensities hold out longest. Teachers should not stand during entire recitations, as they need all their energy on the mental work they are doing. Violent games should not be allowed during recesses. One fatigue quicker in a low barometer. Twelve hours a day are not enough to rest the brain cells; a Sabbath is a physiological necessity. Sabbath-breaking weakens the brain cells and induces crime. Most crimes are committed in the night when the moral powers are at a low ebb.

All the members did not agree with the speaker; among these were Supt. Carrol and Messrs. Taylor, Barrell, Bruce, and Sheldon. The ideas were evidently new to many.

Miss Caroline M. Hewins, librarian of Hartford, suggested many valuable ways in which the teachers could encourage reading; they must strive for a library in their school.

Pres. Chas. J. Thwing's paper on "The Help the College Might Bring to American Life" was read, and in it he took up the great cost of going to college; the aim of the common school was said to be character, and this too must be the aim of the college.

Pres. Whitman, Columbian university, took up "Modern Teaching and its Source of Life." The aim of education must be to make one sure of himself, and able to use all his powers to the utmost. There must be (1) unlearning; (2) breaking down of false authority—it is the time for correction of spiritual error; (3) a new life must be developed—the perfected mind in the perfected body; (4) the use of developed powers. The end of education is perfect liberty. The teacher must instruct, discipline, and inspire.

The professor who does not study cannot do this; there are those who have done no study for ten years. The teacher must aim at character all the time; he must inculcate faith. (The close of this address was one of the most eloquent ever heard; it roused every one to nobler purposes.)

Supt. Carrol, of Worcester, discussed "Changes in School Programs," and referred to nature, art, literature, social life, physical and manual training, as having a place as well as language and arithmetic. This paper was supplemented by one from Prin. Campbell Johnson, Vermont; only ten per cent. in Vermont take up nature study.

Prin. Hastings, of Nashua, N. H., discussed "The High School; what Should its Graduates Know?"

Prin. Peck, of Providence, discussed the "Program of the High School."

Dr. Samuel T. Thurber, of Madison, N. Y., declared the teachers began to feel the increased demands made by the people. They had to take up professional reading to meet this. The first demand, as he saw it, was that the personal influence be wholesome, and the second, the knowledge and proficiency be competent. He recommended teachers to quit the study of pedagogy and take up some out-door pursuit; any way to study literature.

Prof. Scripture, Yale college, took up "Child Study;" there are three kinds: the unscientific, the half scientific, the truly scientific; in Yale only the latter is used; most others use the two former. He gave numerous stereopticon views of the instruments used to determine facts bearing on taste, touch, sight, hearing, etc.

Supervisor Conley, of Boston, discussed "The Debt of the Community to the School"—its supreme effort should be to make them the best possible; he pointed out means of increasing the usefulness of the schools.

Pres. Chase, of Bates college, discussed "The Debt of the School to the Community." He referred especially to good citizenship, a training in industry, training of the senses, a knowledge of surrounding nature, a training in patriotism, in literature, and the development of character. Resolutions were adopted, mainly of thanks. The Temple Quartet rendered delightful music.

The interest of the teachers in this meeting was apparent; they filled the hall and listened, and as was evident understood the points made.

Pennsylvania State Association.

MT. GRETN, PA.

July 2.—The fortieth annual meeting of the Pennsylvania State Teachers' Association was called to order by Dr. E. T. Jeffers, of York. Gen. J. P. S. Gobin and Dr. George B. Stewart delivered the addresses of welcome, and Prof. Farquhar, of Bethlehem, and Prof. Noetling, of Bloomsburg, responded.

Miss Amanda Stout, of Reading; Prof. Daniel, of Pinegrove; Prof. Deatrick, of Kutztown; Mrs. Preese, of Minneapolis; Supt. Mackey, of Butler; Dr. Krout, of Philadelphia, and Prof. Gehman, of Lancaster, all spoke on physical culture and military training in the public schools.

In the afternoon a large number of new arrivals were present. After singing under the leadership of Prof. Sweeney, of Manheim, Dr. E. T. Jeffers, president of the state association, delivered his inaugural address. He said:

"The first aim of the teacher is to make every pupil intellectually honest. Indiscriminate help by the teacher is robbery. Such help weakens the pupil instead of strengthening him. Habits formed in youth will be unreformed in future life but will cling to them. It is the teacher's duty to inspire his pupils with a desire for study. We have prizes for study. We do not know whether pupils have the proper enthusiasm for study, or whether the prizes prompted them to study. Inspire your pupils to study for the love of it. How are you going to make your pupils enthusiastic? You can never make a pupil enthusiastic by depending upon others. The teacher he himself must grow. Fine scholarship is not essential but Christian scholarship is essential. The teacher must study and read. Study to be the strongest teacher. A teacher must not only look to his pupils to make them intellectually independent, but must look outside of his school to see what work is done and compel the work of his own state with that of other states."

A series of papers on "The Co-ordination of Courses of Study" was read. Prof. Irving A. Heikes, of Plymouth, read the first on "Public Schools;" Dr. George B. Hancher, principal of Kutz-

town State normal school, the second, on "Normal Schools;" and Dr. Fletcher Durell, of Dickinson college, the third, on "Colleges."

Pres. Jeffers appointed the following committee to complete the Burrows memorial; J. P. McCaskey, Lancaster; N. C. Schaeffer, Harrisburg; M. J. Brecht, Lancaster; George M. Phillips, West Chester; and George J. Luckey, Pittsburg.

An interesting chalk talk was given by Prof. George E. Little, Washington, D. C., on "The Association of Forms and Ideas." He was followed by Dr. H. F. Bitner, of Millersville, on the subject of "Natural Sciences in the Public Schools."

"The importance of science is gradually being recognized. It is demanded by material progress. Science includes matters animate and inanimate."

"Is it not proper to teach zoology, botany, etc., in our public schools? Conditions demand the teaching of science in our public schools. There can not be a more important discipline than that of the senses, brought about by scientific study. Science demands active reasoning."

Round table exercises were held at 6.30 P. M. in the auditorium and the music pavilion simultaneously. In the former Miss Lelia Patridge, of Westboro, Mass., presided, and the following papers were read: "Limitation of Kindergarten Work," Supt. David A. Harman, Hazleton; "Ideal Primary Course," Supt. Addison Jones, West Chester. Discussions on the topics followed.

In the pavilion Prof. J. L. Snyder, of Allegheny, presided. Papers were read by Prof. S. H. Dean, Mt. Carmel, on "Qualifications of High School Teachers" and Supt. Frank S. Miller, of Mahony City on "Are our Public Schools Meeting the Demands of the Hour?" Discussion followed.

At 8 o'clock Dr. Wm. H. C. Crawford, president of the Allegheny college delivered a lecture on "Savonarola, the Italian Reformer."

July 3.—The enrollment at this day's session exceeded 500. "School Grading and School Promotion," by Prof. W. J. Shearer, city superintendent of New Castle, Pa., was the first topic discussed at the morning session. He said:

"Though the American graded school was not transplanted from abroad, but is the result of a growth which has continued for years in our own country, yet the graded school of 1895 differs but little from the first graded school, founded by Sturm in 1537. In spite of all the progress in other lines, the best graded school is just as Procrustean as the first. In the ungraded school it was attempted to suit the instruction to the individual. This was its strong point, and it must be acknowledged that it was a 'genius developer' that, for the favored few, it had many manifest advantages; yet it may easily be shown that the graded school is a partial solution of the many difficulties found in the ungraded school, and better than the ungraded school measures up the requirement of the greatest good to the greatest number. But though this is the case, we should not close our eyes to the fact that it is open to the serious charge, that it does not properly provide for the individual differences of the pupils. That that grading which was intended to faithfully serve the children has become their cruel master. The apportionment of work in the graded school is divided in a number of grades. 1. Many schools are graded for the bright ones. 2. Many more schools are graded for the slower ones. 3. But by far the largest number of schools are supposed to be graded for the average pupils."

"The serious charges against the graded schools may be mentioned as follows: 1. The bright are discouraged and ruined by being held back, and the slow by being pushed forward. 2. Even the brightest cannot gain time, while if any but the brightest lose time they fail to be promoted, and lose a year when but a month or two back. 3. There is an amazing loss of time. 4. Wholesale teaching necessarily results."

"The ideal system of grading would demand an accurate classification of all pupils, according to ability, into small classes with but short intervals between the classes. This will make it possible for any pupil, at any time, to pass from one class to the next higher, when his work and ability puts him ahead of his own class, while those who lose time can drop in a division where they can work to advantage."

Prof. J. W. Cannon, of Sharon, Pa., further discussed the topic under consideration: "It is comparatively easy to arrange a course of study, but it requires wisdom to start the pupil at the proper place in the course and say how long he shall study."

Dr. R. K. Buehrle, of Lancaster, said: "The system has its defects. There are three objections, viz.: grading, promotion, and examination."

Supt. Jos. S. Waltin, of Ercildoun, then read a paper on "Moral Effect of Public School Environment," in which he gave very practical facts about school buildings and surroundings and the moral effect upon the children.

Remarks were made about Pennsylvania's Chautauqua, by Chancellor Schmauk and the following members of the faculty: Mrs. S. E. W. Fuller, professor of drawing and public school work; Mrs. Louise Preese, teacher of physical culture; Miss Estella Boise Van Deman, professor of Latin and literature; Mrs. Sarah T. Rorer, teacher of art of cooking; Prof. Henry W. Elson, university extension lecturer on American history, and Prof. O. J. Schardt, of Philadelphia.

Dr. Lightner Witmer, of the University of Pennsylvania, delivered an address on "Child Study." He was followed by Dr. N. C. Shaffer, state superintendent, who discussed Pennsylvania high schools. The memorial committee made a report, and requested an appropriation from the association for the memorial to Thomas H. Burrows.

These nominations for office were made: President, Prof. A. Z. C. Smith, Delaware; vice-presidents, W. H. Slater, Bucks, and Miss Katie McNieff, Harrisburg; secretary, Dr. C. P. McCaskey,

Lancaster; treasurer, Supt. David Keck, Kutztown.

In the afternoon the members of the association visited the ore hills at Cornwall.

New Jersey State Teachers' Association.

ASBURY PARK.

President H. Brewster Willis, of New Brunswick, was indefatigable in obtaining a large membership in the association this year, and succeeded in enrolling a larger proportion of the teachers of the state than for many years. But a number of things conspired to make the attendance small. There seemed to be a growing belief that the summer was not the best time to hold the meetings of the association in spite of the attractions of Asbury Park at this season.

The program was made up in quite a different way from that of any previous meeting of the association. In the first place it was devoted largely to the consideration of one subject—Language. No two men could have been found better able to interest and instruct the teachers on this subject than Mr. A. W. Edson, of Massachusetts, and Mr. R. C. Metcalf, supervisor of the Boston schools. The greater part of the program was given by these two men in half-hour periods of instruction on different phases of the subject—Language. Pres. Willis justified himself for making the program deal so largely with one subject by a quotation from Dr. Harris to the effect that the poorest teaching in our schools is in the teaching of language, and that it is the subject most important. The radical change in the make-up of the program was approved by those present and is likely to be followed in future years.

Two helpful discussions of the kindergarten were conducted by Miss Anna W. Williams, of the Philadelphia normal school, and an admirable paper on "Psychology for Teachers" was read by Miss Lillie A. Williams, of Trenton. She described the methods of child-study pursued by her own classes in the normal school and urged such systematic study by all teachers.

This was the first meeting to be held in the splendid new Asbury Park high school. This has recently been completed at a cost of about \$70,000 and is an admirably planned building. The hall on the third floor furnished an excellent meeting place. The board of education, teachers, and citizens turned the broad halls into reception rooms Monday evening and pleasantly entertained the visiting teachers. Supt. Ralston is to be congratulated upon the public spirit of the citizens and the broad-mindedness of the board of education which have resulted in giving Asbury Park's school a high reputation in the state.

The committee on educational progress made a valuable report dealing with the recent changes in the school system of the state. Their conclusion was that the township school system has proven a great success, and this is the opinion held by almost all the superintendents and teachers of the state.

Officers were elected for next year as follows: Pres., S. E. Mannors, of Camden; Vice-Pres., W. E. Bissell, Newark; Sec'y, J. H. Hulsart, Dover; Treasurer, H. E. Harris, Bayonne.

National Association of Elocutionists.

BOSTON.

June 24.—The association opened at Huntington Hall, Institute of Technology, Pres. F. F. Mackay, of New York. After a prayer by the Rev. Loring B. Macdonald, Edward P. Seaver, superintendent of the schools of Boston, delivered a brief address, in which he welcomed the members of the association to the city and state where education is most highly esteemed. Pres. Mackay read an interesting paper on elocution in its relation to reading and acting. He declared that it was not a gift for the development of which one should rely upon chance, but an art. There is, he continued, a science of elocution just as truly as there are sciences of painting and poetry. Mr. Mackay showed that the child learned speech through imitating its mother, and he asserted that imitation is the basis of all fine art.

In the evening the local elocutionists tendered a reception to the visitors at the Hotel Brunswick.

June 25.—A paper on "Elocution" written by Miss Caroline B. Le Row, of New York, was read by Miss Noble, of Detroit. There is a difference between elocution and oratory. The training required by an elocutionist is of a literary character. There must be intellectual grasp of the subject, a proper feeling, as well as the knowledge of physical utterance.

A paper on "Speech," written by Arthur E. Phillips, of Chicago, was read by the secretary of the association, Thomas C. Trueblood.

An interesting address was then delivered by Rev. Francis Russell. Remarks were made by the Rev. C. H. Angell, the oldest clergyman in Boston.

The final paper of the morning was read by Robert I. Fulton, of Delaware, O., on "The Place of Rush Philosophy in the Present Methods of Teaching Elocution." It was discussed by George Blish, of Boston, and others.

In the evening George Riddle, of Cambridge, recited "Lucrezia Borgia" as translated from the French of Victor Hugo.

Ohio State Teachers' Association.

SANDUSKY.

The forty-eighth annual meeting of the Ohio State Teachers' Association was held at Sandusky on the 2nd, 3rd, and 4th. inst. The department of superintendence opened its session on Tuesday morning. The visitors were welcomed to the city by Dr. Chas. Graefe, president of the Sandusky board of education. State School Commissioner O. T. Corson, extended his thanks on behalf of the teachers. In the course of his address he said: "The schools of Ohio are no longer a small faction in the state's history. There are nearly one million scholars in attendance at the twenty thousand school buildings, comprising thirty thousand recitation rooms with over thirty-five thousand teachers in charge, with an investment of as much as \$50,000,000."

The Ohio German Teachers' Association began its session, at which addresses were given by Constantine Grebner and John B. Peaslee, of Cincinnati.

The Modern Language section opened its session with an address by President E. A. Eggers, of the Ohio state university. Papers were read by Dr. W. O. Sproull, dean of Cincinnati university, H. Van Wahlde and Julius Fuchs, of Cincinnati.

The general session began on the morning of the 3rd. Supt. J. F. Lukens, of Lebanon, read a paper on "A Phase of the State Normal School Question," which called forth a lively discussion by Dr. H. S. Lehr, of Ada; Dr. J. P. Gordy, of Athens; Supt. J. P. Sharkey, of Eaton; and Supt. D. W. Tussing, of Ottawa. J. H. Canfield, the new president of the Ohio state university, also spoke on this subject.

Miss Clara Genella Tagg, of Cleveland, read a paper on "Practical Study of Literature in the Classroom," which contained some excellent suggestions. Prof. J. V. Denney, of Columbus; Supt. M. C. Smith, of Ironton; Supt. J. W. Cross, of Ostrander, and Supt. J. E. Morris, of Alliance, and several others gave addresses. After the transaction of some business the session adjourned.

At the session of the Modern Language association Prof. E. M. Brown, of the University of Cincinnati, presented the subject "The Teaching of English in Ohio Colleges." Professor Hochdoerfer, of Wittenburg college read a paper on "Goethe's Religious Life in his Youth." Professor Cooper, of Marietta, treated "Adverb Idioms in German." President Canfield commended the association for its work in the past, and promised his co-operation in the future. The following officers were elected: president, J. Krug; first vice-president, E. M. Brown; second vice-president, Josephine Johnson; secretary, E. Eggers; treasurer, Geo. F. McKibben.

When the Music Teachers' Association met Supt. W. McK. Vance, of Urbana, delivered the address, the subject being, "Wanted—A Music Teacher," in which he mentioned the qualifications necessary to make a successful music teacher, from a superintendent's point of view. The paper was discussed by H. H. Johnson, of Mansfield; S. C. Harding, of Oberlin; J. W. Guthrie, of Alliance, and A. H. Lewis, of Andover.

At the meeting of the Physical Education section the first paper, entitled "The Ohio Physical Association," was presented by Dr. F. E. Leon, of Oberlin. Miss Minnie B. Snow, of Mansfield, treated "Physical Training as a Branch of Public School Work." Miss Jessie Foster, teacher of calisthenics in the Sandusky schools, gave some practical suggestions on the subject. She also gave an exhibition of gymnastics as practiced in the Sandusky schools, illustrating her system by four classes of girls and boys. Dr. F. E. Leonard also read a paper entitled, "A Plan of Physical Training in Education," which was followed by a discussion in which Supt. E. Ward, of Lorain, and Supt. F. S. Abbey, of Ripley, took part.

Supt. H. H. Shipton, of Groveport, read a paper before the township superintendents' section, on "Solution of the Country School Problem." He advocated a "Golden Mean," between the uniformity of the city schools, and the individual instruction of the country schools. A discussion by J. R. Campbell, of Greenford, M. McVey, of Somerset; and U. F. Houriet, of Loyal Oak, followed.

State Commissioner Corson was present and delivered a helpful and encouraging address.

Two papers were presented at the session of the college section, one by Prof. H. C. King, of Oberlin, on "Moral Training in College," and the other by Prof. W. J. Seelye, of the University of Wooster, on the "Question of Greek Pronunciation." Several college men took part in a discussion on the subject.

Prof. G. F. Jewett, of Youngstown, addressed the high school section on the subject of "The Preparation of Pupils for the High School, What is and What it Should Be." After asserting that pupils in the elementary and secondary grades should be better trained in the use of words, and, the principles of grammar, he said, "Pupils should be better trained in performing accurately the fundamental operations in arithmetic. Pupils come to the high school with their reasoning powers but little developed. We must not expect too much, but I believe we have a right to expect more than we get at present in this direction."

At the session of the kindergarten section Supt. W. H. Cole,

of Marysville, presented the subject of "Primary Reading and Literature." He was followed by Miss Lydia C. Brown, of Columbus, with a treatise on "What is Needed Before the Kindergarten is Made a Part of the Public School System?" Miss Mary E. Law, of Toledo, read a paper on "Froebel, the Greatest Modern Philosopher."

The annual address was delivered in the evening by Dr. Alston Ellis, of Fort Collins, Colorado.

The program of the last day of the meeting was changed in many respects, owing to the absence of several of the speakers. Papers were read by Dr. Samuel Findly, of Akron, on "Professional Ethics," and Professor A. J. Ganthvoort, of Cincinnati, on "Disciplinary Value of Music in the Public Schools." In the College Association section, Professor J. H. Grove, of Delaware, treated "The Best Corrective of Cramming," and Professor H. N. Fowler, of Cleveland, presented an interesting paper on "Are Examinations a Test of Scholarship?"

Texas State Teachers' Association.

DALLAS.

The Texas State Teachers' Association was held June 25, 26, 27. The meeting was called to order by the president, Dr. Leslie Waggener, of the University of Texas. Mr. J. J. Collins gave the address of welcome on behalf of the mayor, who was absent. State Superintendent Carlisle replied to the address on behalf of the association.

The college section met in the afternoon, and when Professor A. W. Wilson, of Austin college, read a paper on "The Relation Between the Public and the Private Institutions." Among other things Prof. Wilson said:

"What Texas needs to develop her educational interests is the systematic development of her public school system, especially in the direction of primary and secondary work; the thorough equipment of the university and the agricultural and mechanical college in all the departments of academic and technical learning; the establishment of thoroughly manned training schools for teachers. It is not intended to convey the idea that any of the modern so-called normals which are now attempting to do secondary academic work are the kind of training schools needed to fit teachers for successful professional work. No doubt the state and those entrusted with this work have done the best they could under the circumstances, but training schools must be strictly technical and professional before we can have a body of well-trained teachers."

Dr. R. C. Burleson, president of Baylor university, read a paper on "The Elective System in Colleges," in which he strongly advocated the elective system:

"After we have thus laid the foundation, keeping ever in mind that the grand object of all higher education is mental training, let us elect a thorough system of algebra, geometry, trigonometry, surveying and engineering, and if able, the whole course of mathematics. Let us also elect for the student a profound course of English history and literature, for the world will soon learn that the grandest nation, the greatest language, and the greatest history that the world has ever known are found on the American continent and in the empress isle of dear old England. Lastly, a course of study should always be elected suitable to the profession or course of life to be pursued by the students."

Dr. B. D. Cockrill, president of Trinity university, indorsed Dr. Burleson's remarks, but said that the elective system is too liberally and too early elective, and that it affords the opportunity for the neglect of purely disciplinary studies. Prof. A. S. Laird, of Oak Cliff college, discussing the subject, said:

"The elective, or I might say abbreviating system, fails to do that for which it is designed. Even those who hope to find a short cut to wealth by electing some special line of work before taking the complete college course make a mistake. The one who adopts a special line of work for the sake of economizing time may start on the road to wealth long before the college-bred man, but who does not know that the race is an unequal one and that the latter will soon overtake his narrow-minded rival and leave him far behind, even in the struggle for bread and meat."

"The Moral Elements in Education and How Best Attained," was presented by Prof. John S. Allen, of the Southwestern university, who said:

"The teachers of to-day are generally either the hired servant of the church or state. So far as they represent the church there is no controversy as to their duty to teach ethics in the light of Christianity. The question is as to the teacher who represents the state. Why does the state employ him? Because education is absolutely necessary to enlightened citizenship. To accomplish this object which is most necessary, the multiplication table or the ten commandments? The enlargement of the circle of man's information or the subjection of all his powers to the control of conscience? Mr. Benjamin Kidd in his 'Social Evolution' has simply demonstrated that a nation's continued existence as well as the enlargement of its powers and resources depends upon the development of altruistic principles rather than mere intellectual greatness. No one familiar with the springs of human action and the sources of human power can doubt that for the accomplishment of the very purposes for which the state enters the educational field it is more important to train the child morally than mentally."

Prof. Irving Peyton also discussed the subject. He thought public virtue even more important than public intelligence, and that it is the right and duty of the state to combine with secular education such moral instruction as will tend to bring men up to the proper moral elevation.

A paper on the same subject was promised by Dr. T. B. McLelland, and in his absence it was read by Rev. W. B. Riggs, of Dallas.

The president read a telegram from the teachers of Arkansas,

sending greeting, to which the secretary was instructed to reply.

At the meeting of the high school section, Prof. A. J. James, of Dallas, read a paper on "Science in the High School." Supt. C. D. Rice treated the same subject. "English Literature in the High School," was the subject of a paper by Prin. E. E. Bramlette, of the Fort Worth high school.

Prof. J. F. Kimball, of Navasota, treated the subject of "History in the High School."

Georgia State Association.

CUMBERLAND ISLAND.

The meeting of the association this year was the most largely attended of any, and more good will probably result to the educational interests of the state from it than from any former meetings. The location of a permanent meeting place is generally approved. No better place than Cumberland could have been selected, there it never grows too warm, while the amusements that may be indulged in are numerous.

President R. J. Guinn delivered his annual address, June 26. He is assistant state school commissioner, and probably knows the good points and defects of Georgia's schools better than any other man in the state. He insisted on a revision of the constitution of the association and making it a more active force in educational work. His plan is to have the state association made of minor associations in the counties. This is made possible by reason of the fact that all the teachers of each county of the state are now required by law to meet annually in teachers' institutes. It is intended to organize these institutes into county teachers' associations; which are to become a part of the state teachers' association, the county associations selecting their representatives to the state association. The state association thus being a representative body, any action that it might take would receive more attention than at present. Pres. Guinn recommended the appointment of two committees, one on constitutional revision and the other on legislative recommendations.

A motion was passed for the appointment of the committees, making the president chairman of both. The following are the committees:

On Constitutional Revision.—A. L. Branham, S. V. Sanford, J. R. Long, Miss E. H. Merrill, and John Gibson.

On Legislative Recommendations.—A. Q. Moody, Miss Mamie Pitts, J. G. Camp, J. E. Houseal, and S. P. Wiggins.

June 28, was woman's day, Mrs. A. A. Lipscomb presiding. An address was delivered by Miss Mamie L. Pitts, of Atlanta, on "Inspiration, the Effective Power." Among the other subjects considered were "The Work of the Kindergarten," by Miss Willette Allen; "Normal Training, its Uses and Abuses," by Miss Jennie Thornley Clark, of Milledgeville; "Shall Our Girls Attend the Universities?" by Miss Clem Hampton, of Florida. A lively discussion followed the reading of the last paper in which Major Slaton took ground against admitting girls to the universities. Miss Clark, Dr. Gambrell, and others maintained the opposite view.

The meeting was the most satisfactory one ever held. This year two classes of teachers were present—the leading chancellors of the state and the county teachers—who have never before attended the annual sessions.

Kentucky.

LEXINGTON, KY., JULY 1.

The State Teachers' Association met here this year; it was estimated 600 were in attendance. Prof. T. C. Cherry read a paper on "Is Teaching a Profession?" and then proceeded to prove that it was—and second to none. It was discussed by Prof. J. T. Gaines in a very lively and effective manner. Prof. W. C. Warfield spoke of "The Teacher's Character and Reputation." Then Prof. Weaver proposed a plan for an educational revival, stating the need of it and declaring that Kentucky was far, far behind the great northwest and nothing could cure it but a series of earnest meetings.

C. H. Dietrich declared a great need existed for high schools in rural parts. Mrs. Vineyard discussed "The Relation of the College to the Public Schools." Miss M. D. Williams showed the influence of woman as an educator and was followed by Prof. Downs on "Child Study."

On Tuesday Prof. McClellan pointed out serious defects in school management. Prof. M. C. Broom thought the great need was of more individuality in teaching. Then there was a discussion on Language that brought out a good many; Misses Wilkerson, Wiard, and Maury being the chief speakers. A bright address "How to Govern a School," by Prof. Hanna, was well received.

The County Superintendents' Graded Institutes, brought many of the county superintendents to their feet; they favor the county normal institute that has been outlined in THE JOURNAL. This was followed by a luncheon at the college.

No one can mistake the spirit that prevails—it is of progress.

Kentucky is behind—now the teachers feel it. Just what to do is not clear to all, but they mean to do something.

There is a "Chautauqua" also at Woodland Park in this place and the amount of enthusiasm is simply prodigious, and it is all over lectures and concerts.

Prof. E. A. Gullion was elected president and Newport selected as the place of the next meeting. Mr. Gullion has been the superintendent of schools of Carroll county for several terms, and has brought them to a high state of efficiency. For ten years, he has been a leading spirit in the association, and has served as its secretary and vice-president.

He delivered an address before the association at Paducah in 1892, and a committee on legislation was appointed, with him as chairman. This committee pressed upon the general assembly the idea presented in that address, and they were all embodied in the recently enacted school law. Among these were the minimum six and five months; requiring teachers to hold high-grade certificates in order to teach those schools which draw the most public money.

The colored teachers also met and sent greetings, the president is Rev. Robert Mitchell. Among the prominent colored educators are Prof. John H. Jackson, Miss Mary V. Cook, and Prof. Frazier. There is much interest felt by them in bringing in Kentucky to the front.

Alabama State Association.

TALLADEGA, JULY 2, 3, and 4.

The association met in the public hall of the Deaf and Dumb institute, Dr. John Massey, of Tuskegee presiding, and Prof. O. D. Smith, of the A. and M. college acting as secretary. Over 150 teachers were in attendance. Among the most distinguished men present were Gen. R. C. Jones, president; Prof. T. C. McCorvey and Dr. B. F. Meek, of the state university; Professors O. D. Smith, George Petrie and J. J. Wilmore, of the A. and M. college; Prof. B. F. Giles, of Howard college; Prof. J. K. Powers, of Florence; Prof. J. A. Lanier, of Evergreen; Prof. H. A. Moody, of Bailey Springs; Dr. G. R. McNeill, who has just taken charge of Isabel college; Rev. W. C. Bledsoe, D. D., of Lafayette, and many others. Prof. J. B. Graham, chairman of the entertainment committee attended to the wants of the visitors.

President Washington, of the Tuskegee institute, delivered an excellent annual address, setting forth his views of the educational needs of the negro, his subject being "The Triumphs of Mind Over Matter."

During the session such subjects as the following were discussed: "How to Prevent the High Mortality Among the Negroes in Towns and Country," the "Problems of the County Schools," "How to Reach the City and the County Matters," "How to Extend the School Term and to Get a School-house," "Scientific Temperance in the Schools," and "The Report of the Committee of Fifteen."

The newly-elected state superintendent of education, John O. Turner, was introduced to the teachers, and gave them assurances of his sympathy and co-operation. The retiring superintendent, Major John G. Harris, was also present, and gave an excellent address on the "Legal Side of the Teachers' Work."

The Alabama Chautauqua met at the same place at the same time. It was largely attended and appears to be doing a very effective work.

West Virginia State Association.

SHEPARDSTOWN.

The West Virginia Educational Association convened in its twenty-fifth annual session on July 2. The sessions were held in the town hall and the meeting was called to order by the president, Hon. Virgil A. Lewis, state superintendent, of schools. Prof. A. J. Wilkinson, of Grafton, is the secretary.

The exercises were opened with singing by the association, Miss Nellie Martin, organist, followed with prayer by the Rev. G. G. Everhart, of the Reformed church.

The members enrolled numbered fifty-two. The usual committees were appointed.

The first paper was on "The History of Education in the Eastern Panhandle," by Professor Joseph McMurren, one of the early members of the association and the first principal of Shepherd college. This was followed by "Vocal Music in the Public School," a paper prepared by Mrs. M. E. Butler, teacher of vocal music in Shepard college.

In the afternoon there was a general discussion of the subject, "Under our Present Laws, how can the Country and Village Schools be made more effective?" was participated in by Superintendent Lewis, Professors T. C. Miller, W. M. Fouke, A. J. Wilkinson, A. C. Kimler, F. C. Crago and a number of others, and the discussion by a talk by the new president of the university, Rev. Dr. Goodnight.

The next subject was a paper prepared by Miss Helen Bates,

of Middleway, on; "Can the Country and Village Schools be Successfully and Profitably Graded?" It was discussed by Miss Addie Burke, T. P. Harris, and others.

In the evening the formal reception of the association was held in the college hall and the welcoming address was made by the Hon. Geo. M. Beltzhoover. This was replied to by a number of gentlemen selected by the association and representing the several congressional districts of the state. Refreshments were served by a committee of ladies of the place. The special reading by Rev. G. G. Everhart and the music by Mrs. M. E. Butler were greatly enjoyed.

Missouri State Association.

PERTLE SPRINGS.

June 19.—The enrollment at the thirty third annual session of the State Teachers' Association on this day reached about 500. In the general association Dr. R. C. Norton, of Kerkville, read a paper on "Normal Schools," which was discussed by Geo. L. Osborn, of Warrensburg. Dr. R. H. Jesse, of Columbia, then followed with a paper entitled "State University." No university had made more and better changes and attracted more attention than that of Missouri. The merit system and compulsory chapel service have been abolished.

Congressman U. S. Hall spoke on "Professional Schools," declaring they were the foundation of civilization. The rising generation should be well versed in political economy. This provoked a lively debate. Prof. Morrill, of Warrensburg, maintained that professional schools are the outgrowth of industries. Supt. Greenwood, of Kansas City, wanted to know why college-bred men were not active in the affairs of the government, and why there were so many misfits. Messrs. Newton, Wolfe, Osborne, Thielman, and Carrington took an active part in the discussion.

Hon. A. A. Lasueur, of Jefferson City, read an able paper on "Reform Schools." Dr. Brummel, of Kansas City, followed in an earnest appeal for the support and establishment of schools for the feeble-minded.

In the evening Prof. F. E. Cook, of St. Louis, delivered an address on "Froebel and the New Education."

June 21.—On the last day of the association papers were read by D. A. McMillan, of Mexico; H. H. Hollister, of Springfield; L. P. Coleman, of Clinton, and A. T. Wagner, of Kansas City. The following officers were elected for the ensuing year; President, J. M. White, of Carthage; Secretary, E. D. Luckey, of St. Louis; Treasurer, J. A. Morrill, of Warrensburg.

COLORED TEACHERS' INSTITUTE.

The attendance at the Colored Teachers' Institute for the counties of Pettis, Johnson, Bates, Henry, and Cass at Sedalia was large. Dr. J. M. Harris lectured and Mrs. H. M. Griffin, of Kansas City, who received her musical education abroad, organized a class in vocal culture.

New York State Art Teachers.

The semi-annual convention of the State Art Teachers' Association, held at Syracuse, closed July 3. The chief forward movement of the meeting appears in the following resolution:

"Moved that a committee representing the normal art training

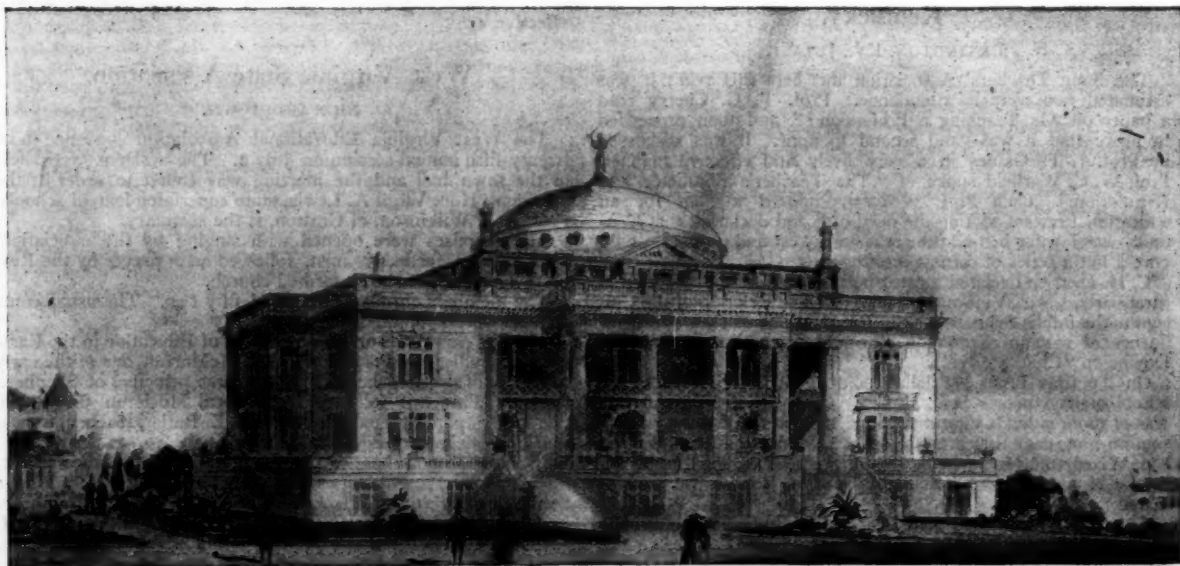
schools, city schools, normal schools and state institutes be appointed by the chairman to formulate the general principles and methods that should obtain in a course of instruction in drawing for the public schools of the state; and to confer with the superintendent of public instruction and the secretary of the board of regents with reference to having the instructions in drawing in the cities. In the normal schools and in the state institutes in harmony; and also with reference to the desirability of having harmony in the uniform state examinations in drawing for teachers and in the regents' examinations in drawing."

The danger is that "harmony" may come to mean rigidity. Only the broadest conception of the purpose and function of art in general education can provide against this danger. Mr. Dowling struck the key note when he addressed the meeting in words to the following effect: "There is a spirit against art education in the public schools and unless it is taught on the broad basis of a means of communicating thought it will be taken from the Department of Public Instruction. The question is not one of different schools of art, but one of the life or death of art instruction in the public schools. Mr. Dowling is not an artist but spoke on behalf of the Department of Public Instruction, apparently feeling that according to the manifested disposition on the part of the leaders of art education to make a fad of their subject or to make it subservient to education as a whole would depend to some degree the retention or rejection of drawing as a subject required in the uniform examinations of candidates for teachers' licenses—the question then before the meeting.

Miss Rice thought that "teachers should have ability to execute if the best results are to attend their instruction. The successful handling of the crayon is necessary to good teaching. The idea of art instruction should be to make the pupil's mind alert and responsive and to give him power to express his thoughts readily. Are teachers doing the best they can under all the disadvantages existing? We need more application of what power the teachers have." Miss Jane L. Graves said: "The nature of the art teaching in the schools depends upon the character of the questions given in the teachers' examinations. These questions should indicate the sort of work required of the schools." Miss Sarah J. Raymond thinks that "there is not enough free-hand drawing in the public instruction." In order to get a concrete expression of the views of all, Miss Rice extended an invitation to every one present to submit an examination paper to the State Department proposing ten questions on the subject of drawing.

California.

State Supt. Samuel T. Black informs those who write to him concerning positions as teachers about as follows: The supply of teachers is in excess of the demand. It will be difficult for you to obtain an appointment when there are so many striving to obtain positions. The state university, normal schools, and other institutions supply with enough competent teachers to fill any and every vacancy. Schools are maintained from six to ten months each year. Board and lodging are \$20 per month and upwards. Each of the fifty-seven counties has its own board of education, which grants certificates, on examination, of three grades, viz: High school, grammar, and primary; they also issue certificates,



WOMAN'S BUILDING.—COTTON STATES AND INTERNATIONAL EXHIBITION.

without examination, to holders of *State Normal School diplomas* and *State life diplomas*. They examine semi-annually.

At a conference of county boards the following was submitted as to the branches for the different grades of certificates, and the percentages required:

Primary Grade Certificate.—Arithmetic, 100; grammar, 100; geography, 100; United States history, 100; methods of teaching, 100; mental arithmetic, 50; composition, 50; orthography, 50; defining, 50; physiology, 50; industrial drawing, 50; vocal music, 50; civil government, 50; penmanship, 25; elementary book-keeping, 25; school law, 25; reading, 25. Arithmetic, grammar, geography, and United States history are *test* branches. Applicants must obtain at least 60 per cent. in each. A general average of 85 per cent. must be obtained.

Grammar Grade Certificate.—Algebra, 50; plane geometry, 50; physics, 50; physical geography, 50; botany, 50; zoology, 50; literature, 50; rhetoric, 50; general history, 50; bookkeeping, 50; psychology and principles of teaching, 50. A minimum of 85 per cent. general average is required in grammar and high school examinations.

High School Certificate.—Higher algebra, 50; plane and solid geometry, 50; trigonometry, 50; physics, 50; chemistry, 50; astronomy, 50; advanced literature, 50; history (Grecian, Roman, medieval, and modern), 50; Latin (requirements 6 and 7, University of California), 50. A minimum of 85 per cent. is required.

Kindergarten certificates are issued only to holders of primary grade certificates, who, in addition thereto, shall present such evidence of special preparation for kindergarten work as may be required by the board.

There is the right sort of reciprocity between the people of Stockton, California, and their school board. The people elect commissioners who are known to be above using the powers and privileges of office for political ends, and the board thus constituted keeps reminding the people of the constant danger that interested motives may enter into the conduct of the schools, forced upon the commissioners from without. The following report of the teachers' committee, referring to elections for next year, is an earnest plea to the public for continued support in right doing:

To the Honorable Board of Education of the City of Stockton:

GENTLEMEN:—In considering applications for positions in the city schools your committee has been mindful of the doctrine that such positions, where the qualifications of the applicants permit, should be given to local candidates, but it has also held that it is the teacher that makes the school, and that if the parents of the Stockton children are in earnest in their demand for good schools they will acquiesce in a policy which aims to secure only the best teachers obtainable.

Your committee submits that whatever be the method of awarding the various political offices in a municipal system the positions in the schools should be held sacred from any savor of politics, and, in the name of the children and their welfare, the sole consideration should be the merit of the applicant. The old doctrine seemed to argue: "We, the taxpayers, maintain the city schools to give positions to persons otherwise unemployed." The newer one changes the view point and brings the children into the question. It says: "The public school should be conducted in the interests of the children, without fear or favor, and all other considerations must be secondary in importance." If, then, the school-house is to be not an employment bureau, but a place for the skilful training of children, the paramount question is the ability of the teacher.

There are now on file over three hundred applications, local and from the outside, for positions in the city schools. Alive to the gravity of the question of recommending teachers, your committee have carefully considered the qualifications of all of these applicants. During the past few years great pressure has been brought to bear on the members of the board of education toward the employing and retaining of persons manifestly unqualified as teachers, on the sole plea that they are in need of places. This condition has made the work of the committee a peculiarly arduous and thankless task and has given a constant menace to the interest of Stockton's children.

Your committee earnestly believe that the school is for the pupil. They have faith that the taxpayers favor the employment of skilled teachers in the schools of Stockton. They believe that only such teachers and principals should be employed as are qualified to give the best and most practical education to the Stockton children. Imbued with this thought, your committee have deemed it their duty to make a thorough and systematic investigation of the qualifications of the various applicants. In justice to parents and taxpayers, they have considered it their bounden duty to recommend those best qualified to do the work rather than to give positions to aspirants whose sole argument lies in their social or political influence.

Your committee submits that the following are some of the essentials in the equipment of a desirable teacher of any grade:

1. A general education, equivalent at least to that afforded by a high school of good standing.
2. A course of professional training in a state normal school or

university, or, in equivalent, at least two years' successful experience in teaching.

3. A reasonable amount of current professional study, sufficient to keep the teacher in living touch with the educational movements of the day.

4. A kindly regard for children, a knowledge of the workings of the young mind and a successful degree of tact in managing classes. Added to this a moral character above reproach and a sufficient degree of social culture to afford the pupils a desirable example in dress and bearing.

5. A capacity for professional improvement and an earnest desire to improve.

Your committee are in favor of retaining the teachers already in service wherever these qualifications are present, in preference to considering fresh applicants. It is their pleasure to report that the present corps has, in the main, done commendable work throughout the department and is to be congratulated on the nearly unbroken front with which it is to enter the duties of the coming year. The liberal and kind attention bestowed on the Stockton schools by educational journals throughout the East is a gratifying acknowledgment that we are moving onward.

Boston.

On the Fourth of July the American Protective Association held a parade. They marched through the streets to the number of 1200 in an orderly and undemonstrative manner. Their parade was headed by a float representing the "Little Red School-House," a fac-simile of the school building everywhere to be seen through the rural districts of New England. Accompanying this as a guard of honor was a detachment of men wearing sashes of the Stars and Stripes, while in the open doorway of the mimic building was a figure clad in military costume representing Uncle Sam. In the rear of the parade was a barouche decorated with American flags, among the occupants of which was a lady, of whom it is reported that she wore an orange-colored dress.

This parade was assaulted with clubs and stones and pistols, and nothing but the prompt and vigorous intervention of the police averted consequences of a most serious sort. As it was, many unoffending persons were seriously injured, and one ill-fated passer-by, was shot dead. Boston papers state that the trouble arose "from the persistence of those who managed the parade in introducing the float of the Little Red School-House, which is the emblem of the American Protective Association."

Florida.

Supt. Sheats is determined there shall be summer schools even though the legislature would make no appropriation. The various towns are asked to subscribe the means to carry them on; the one that bids highest gets the school. He says:

"I am persuaded there are but few who would contend that sufficient advancement had been made by the teaching force of the state, or that efforts for their betterment may cease without serious detriment to school interests. That there should be a limit to the life and extent of jurisdiction of the lowest grade certificates is a principle that prevails in all live school centers, and the principle will become, sooner or later, irrevocably established in this state. Then, as the friends of teachers and of the children, let us not diminish our ardor and efforts to prepare both for a better grade of work and for the inevitable that must follow."

Ohio.

In Springfield the school board will put in force this new law: "Each board of education may furnish the necessary school books free of charge, the same to be paid for out of the contingent funds at the disposal of the board for such levy each year. The books to be the property of the district, and loaned to the pupils on such terms and conditions as such board may prescribe." About \$5000 will pay for books the first year.

In Chillicothe Mr. H. Holland resigned from the board of education saying: "The actions of the majority of the board this year seem to justify the charge that personal interests and schemes are deciding the questions of greatest importance to the schools; and, in this state of affairs, we only see the lowering of the efficiency of our work."

Pennsylvania.

There is much public interest in the law passed by the legislature forbidding the use of any distinctive garb by teachers in the public schools of that state. The bill, while in the legislature was bitterly opposed, and after it went to the governor for signature the opposition was continued. But he signed it, and now that it has become a law, the question of its constitutionality is to be raised in the courts. In Franklin county a large number of Dunkards and Seventh Day Baptists are school teachers, and they wear a peculiar and distinctive dress prescribed by their denominations. Under the new law they must change their special garb or else stop teaching in the public schools. They decline to do either and have decided to test the law in the courts.

New York.

The Syracuse *Herald* says: "It is most astounding that the regents, the school teachers, and the superintendent of public instruction, as well as other educators of rank, should have put themselves on record in violent antagonism to the advance (in giving instruction) indicated by the Ainsworth physiology law. But notwithstanding this opposition we believe the law will stand. It is in the right direction. It is aggressively advocated by a million members of churches. If the educational system of this state cannot stand a little injection of wholesome physiology, that children may get some inkling of the nature of their bodies, it is high time the entire system was pitched overboard, and a new one constructed on the lines of common sense, with people of common sense to carry it out. The fact that the members of the recent legislature voted with absolute unanimity, Republican, and Democrat, Mugwump, and heeler, for the bill is most creditable to them. Their attitude is in striking contrast to the queer action of the school teachers, the board of regents, and the few other men of prominence who have brought themselves to do a favor for Charles R. Skinner, by joining in his impudent reflections upon the governor, the legislature, and the million men and women who urged the passage of the bill."

The Syracuse *Courier* says: "The summer schools possess opportunities for improvement, which, if rightly taken advantage of, can hardly fail to develop and broaden the minds of those who attend them, and, to the bright and inquiring, such attendance is of itself in the nature of rest and recreation. The invigoration of the mind by the development of new ideas and new lines of thought, gets the individual 'out of the rut,' and that in itself is a restful mental change."

The proposed law providing for the teaching of "Scientific Temperance" in the schools of this state has received the governor's signature. It will take effect Aug. 1, 1895. The following is the text of the enactment:

Section 19. The nature of alcoholic drinks and other narcotics and their effects on the human system shall be taught in connection with the various divisions of physiology and hygiene as thoroughly as other branches, for not less than four lessons a week for ten or more weeks in each year in all grades below the second year of the high school in all schools under state control, or supported wholly or in part by public money, and also in all schools connected with reformatory institutions. All pupils must continue such study till they have passed satisfactorily the required primary, intermediate, or high school test in the same, according to their respective grades. All regents' examinations in physiology and hygiene shall include a due proportion of questions on the nature of alcoholic drinks, tobacco, and other narcotics, and their effect on the human system. The local school authorities shall provide facilities and definite time and place for this branch of the regular course of study. All pupils who can read shall study this subject from suitable text-books, but pupils unable to read shall be instructed in it orally by teachers using text-books adapted for such instruction as a guide and standard, and these text-books shall be graded to the capacity of primary, intermediate, and high school pupils. For pupils below high school grade they shall give at least one-fifth of their space, and for students of high school grade shall give not less than twenty pages to the nature and effect of alcoholic drinks and other narcotics, but pages on this subject in a separate chapter at the end of the book shall not be counted as meeting the minimum. No text-book on physiology not conforming to this act shall be used in the public schools except so long as may be necessary to fulfil the conditions of any contract existing on the passage of this act.

Sec 20. In all normal schools, teachers' training classes and teachers' institutes, adequate time and attention shall be given to instruction in the best methods of teaching this branch, and no teacher shall be licensed who has not passed a satisfactory examination in the subject, and the best methods of teaching it. No state school money shall be paid for the benefit of any district, city, normal or other school herein mentioned, until the officer or board having jurisdiction and supervision of such school, has filed with the officer whose duty it is in each case to disburse the state school money for such school, an affidavit made by such officer, or by the president or secretary of such board that he has made thorough investigation as to the facts, and that to the best of his knowledge, information and belief, all the provisions of this act have been faithfully complied with during the preceding school year.

The Socratic theory that vice results from ignorance will be tested in the operation of this law. Children are not to be let loose from school without a certain amount of knowledge that ought to prove a defence against the attacks of Satan under the name of King Alcohol. The temperance and church organizations that have been influential in promoting this bill have certainly deserved success. Their motives have been most praiseworthy and as an expedient adapted to this age, it is not to be doubted that the law will prove a very great benefit. The teaching it requires to be done, however, ranks with what may be called negative teaching. It teaches a "Don't" rather than a "Do." Pure pedagogics, when once applied, will have neither time nor use for such teaching. At present, however, while character building is so little understood from the positive side, it may be advisable to give such object lessons as that proposed by the country editor, who wrote the outside pages of his paper and purchased the inner "form" ready printed. Finding in one of the bought pages for the approaching issue a valuable article to which he wished to call special attention, he said editorially on the first page, "For the Effects of Intemperance, see our inside."

New York City.

The Bayard street grammar school, has twenty-nine national-

ities represented in it. By means of our public schools all of these twenty-nine nationalities are to be converted into a single nationality.

The *World* says: "A charge was made by the County Medical Society that many of the chairs in our public schools are so constructed as to induce curvature of the spine in children. Dr. Anna W. Williams, of the bacteriological department of the board of health, has declared that disease is transmitted by the use of slate pencils.

"Diphtheric germs were secured by Dr. Williams from patients in a hospital, or the tips of slate pencils, and these germs after cultivation, were used to inoculate guinea pigs, which died in from two to five days. Consumption may readily be transmitted in the same way, and the only visible means of minimizing this danger is to establish a strict rule that no child shall use any writing utensils previously used by another. Virulent bacilli on the point of a pencil will remain for at least twenty-four hours."

The *Times* says: "We have made earnest but unsuccessful efforts to imagine what President Eliot meant by telling the educators assembled at the Albany convocation that arithmetic is the most useless thing that children study in the schools. The statement is not necessarily false because it is astounding, but neither is it true for that reason, and probably it will take a vast amount of argument to convince the general public that arithmetic is either relatively or intrinsically useless."

Brooklyn.

The board of education elected Mr. W. H. Maxwell as superintendent; salary, \$5,000. The *Eagle* says: "Mr. Maxwell is accused of being more of a theorist in education than a practical head of his department, but the criticism is not well founded, and, all things considered, it may be doubted whether, from the comparative point of view, the schools were ever in better condition than now. This does not mean, by any means, that there is not vast room for improvement."

The lady members newly elected to the Brooklyn board of education are said to be quietly "taking in the situation," not having as yet found occasion to differ with the majority sense of the meetings of said body. Whatever their intentions toward reform measures may be, they certainly show no disposition to mingle prematurely in debate. They are probably waiting until some experience in inspecting schools shall have informed them of the precise conditions over which they are called upon to exercise legislative power. It is reported that a marked difference in the manners of some of the veteran members of the board has characterized the discussions since the women have been present.

Wisconsin.

School Commissioner Kander, of the Milwaukee board of education, moved that the outing to be given children at expense of the board be held in a public park where liquor was not sold. The motion was received in silence and nobody seconded it.

The Catholics hold a summer school at Madison July 14-Aug. 4. Milwaukee has one to fit teachers for positions.

Rhode Island.

The school committee of East Providence refused to employ Miss Ida A. Morgan as a teacher solely because of her color. The Boston *Transcript* has "a rather contemptuous opinion of those who would crowd down anybody because of their complexion." In Cambridge and Springfield a woman of color is principal of a school and a successful instructor.

The meeting of the New Jersey State Teachers' Association closed July 2. The report on statistical membership showed that Middlesex county leads with 100 per cent. The best of the small cities is Perth Amboy, with 100 per cent., and of the large cities Camden, with 83 per cent.

Supt. George J. Luckey, of Pittsburg, and Miss Mary J. Lindsay, of the Grant school in that city, were married on the evening of July 2. Supt. Luckey has been at the head of the Pittsburg schools for the past twenty-seven years.

Tours to the North via Pennsylvania Railroad.

To provide the most attractive method of spending a summer holiday, the Pennsylvania Railroad Company has arranged to run two delightful tours to the North. The points included in the itinerary and the country traversed abound in nature's beauties. Magnificent scenery begins with the journey and ends only with its completion.

The names of the places to be visited are familiar to all and suggestive of wonderland. No matter how much may be expected, one cannot be disappointed in Watkins Glen, Niagara Falls, Thousand Islands, Quebec, Montreal, Au Sable Chasm, Lakes Champlain and George, Saratoga, or the Highlands of the Hudson. The dates fixed for the departures of these two tours are July 16 and August 20, and the round trip rate of \$100 from New York, Brooklyn, Newark, Trenton, Philadelphia, Harrisburg, Baltimore, and Washington, will cover all necessary expenses during the time absent. A beautiful descriptive itinerary can be procured from the tourist department of the Pennsylvania Railroad, 1106 Broadway, New York, or Room 411, Broad Street Station, Philadelphia.

The "commencement season" is a time when old graduates back in the old school-rooms present thoughts coming from actual contact with the world. How these differ from their utterances as freshmen, sophomores, juniors, or even as seniors! Then they thought, or believed they did; now they know. At Yale Judge Brown declared the most important changes would be social. Here are some solid statements:

"The most prominent of these (our perils) are municipal corruption, corporate greed, and the tyranny of labor. Though I am unwilling to believe that corporations are solely responsible for our municipal misgovernment, the fact remains that bribery and corruption are so universal as to threaten the very structure of society.

"Mobs are never logical, and are prone to seize upon pretexts rather than upon reasons, to wreak their vengeance upon whole classes of society. There was probably never a flimsier excuse for a great riot than the sympathetic strike of last summer, but back of it were substantial grievances to which the conscience of the city seems to have been finally awakened. If wealth will not respect the rules of common honesty in the use of its power it will have no reason to expect moderation or discretion on the part of those who resist its encroachments. The great, the unanswerable argument in favor of universal suffrage is not that it insures a better or a purer government, but that all must be contented with a government in which all have an equal voice.

"The tyranny of labor arises from the apparent inability of the laboring man to perceive that the rights he exacts he must also concede. Laboring men may defy the laws of the land, and pull down their own houses and those of their employers about their heads, but they are powerless to control the laws of nature—that great law of supply and demand, in obedience to which industries arise, flourish for a season, and decay, and both capital and labor receive their appropriate reward.

"The outlook for permanent peace between capital and labor is certainly not encouraging. Arbitration is thought by some to promise a solution of all these problems, and where a dispute turns simply upon a rate of wages, it may often be a convenient method of adjustment. Yet its function is after all merely advisory. Compulsory arbitration is a misnomer, a contradiction in terms. One might as well speak of an amicable murder or a friendly war.

"In dealing with the evils which threaten our future tranquility we ought to find, and doubtless will find, an efficient coadjutor in a free press. Indeed, the bar and the press are the great safeguards of liberty in influencing upon public opinion. Let it be said to their credit that in time of great popular outcry against abuses their voice is generally on the side of reform."

And he might have added, their voice is generally on the side of right which is more important still. In the Chicago riot, the Brooklyn strike for example, great papers like the *Sun* pointed out clearly that employers must be defended in their efforts to manage their property as they deem best; on the same principle that defended the employee in purchasing his loaf of bread at the shop he selected.

Pensions for teachers are provided for in Illinois in cities of 100,000 and over—taking 1 per cent. from salaries of teachers and any money given from other sources; female teachers after 20 years and male teachers after 25 years may be retired—but three-fifths of this period must have been spent where pension is bestowed and the pension to be one-half the salary—but it shall not be over \$600. In case of discharge the money a teacher pays in is paid back.

In California a teacher may be retired on a salary of \$45 per month after 20 years, at \$50 after 25 years of service.

Leading Events of Two Weeks.

Bismarck recovering from a prolonged attack of neuralgia.—Great Britain's cabinet has nineteen members, the largest number it ever contained.—The Prison Reform Congress in session in Paris.—Great Britain loans £1,000,000 to China.—The cup *Defender* beats *Colonia* easily in a trial in Narragansett bay.—The protests of Great Britain and America in regard to Armenia unheeded by Turkey; persecutions in that country said to be increasing.—Serious trouble threatened over the Guiana boundary dispute between France and Brazil.—The thirteenth national convention of the Young People's Society of Christian Endeavor meet in Boston.—The statue of S. S. Cox at Fourth avenue and Astor place, New York, formally presented to the city.—Americans abroad celebrate the Fourth in all the capital cities.—The Cornell crew declared winners at the Henley regatta.—Heavy decline in the prices of wheat.—Argentine Republic celebrates its independence day (July 9).—The Cuban insurgents reinforced; determined to fight to the last ditch.—Fifty thousands Christian Endeavor delegates attend the convention in Boston.—The Italian parliament supports Premier Crispi.—The Japanese emperor is informed that so long as there is a Japanese soldier in China a visit to Peking could not be considered for a moment.—A tornado wrecks the villages of Cherry Hill, N. J., and Woodhaven, L. I.

Summer Schools.

NEW ENGLAND STATES.

MASSACHUSETTS.—Martha's Vineyard Summer School at Cottage City, beginning July 8, continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.

Harvard University Summer School, beginning July 5. Address M. Chamberlain, Harvard University, Cambridge, Mass., Clerk of committee.

The National Summer School of Boston, at Sleeper Hall, the New England Conservatory of Music. Address G. E. Nichols, manager, 13 Tremont Place, Boston.

Forty-fourth meeting of the American Association for the Advancement of Science, at Springfield, Mass. Aug. 28 to Sept. 7, 1895.

Summer School at Nantucket for boys who wish to make up work or make up conditions. F. P. Johnson, 578 Fifth avenue, New York City.

The Sauveur College of Languages and the Amherst Summer School at Amherst College, Amherst, Mass. Begins July 1, continuing six weeks. L. Sauveur, Ph.D., LL.D., Pres't, W. L. Montague, M.A., Ph.D., Director and Manager.

Plymouth School of Applied Ethics, at Plymouth, Mass. Five weeks, beginning July 8.

Massachusetts Institute of Technology. Summer courses during June and July. Address H. M. Tyler, secretary.

Clark University Summer School at Worcester, Mass. July 15-27.

The H. E. Holt Normal Institute of Vocal Harmony at Tufts College, Mass. July 30-Aug. 21. Address Mrs. H. E. Holt, Sec'y, Lexington, Mass.

American Association for the Advancement of Science at Springfield, Mass. Aug. 28-31.

Summer Conference of the Young Women's Christian Association, Northfield, Mass.

Amherst Summer School. July 1-Aug. 9. Amherst, Mass. Prof. W. L. Montague.

Emerson College of Oratory Summer School. July 8-Aug. 5. Martha's Vineyard. C. W. Emerson.

CONNECTICUT.—Connecticut Summer School for Teachers at Norwich, July 8-26. Address Chas. D. Hine, Hartford, Sec'y.

RHODE ISLAND.—American Institute of Normal Methods. Eastern session at Providence, R. I., July 16-Aug. 2. Address Albert A. Silver, 110 Bolyston st., Boston, Mass.

VERMONT.—Summer School of Languages, Rutland, July 8-Aug. 2. August Knoflach, Pd. D., 75 E. 61st St., N. Y. City.

Summer School, July 8-22, Morrisville, Vt.

Summer School, Barton, Vt., July 8-22.

Summer School Bethel, Vt., July 28-Aug. 12.

Summer School, Brandon, Vt., July 28-Aug. 12.

Summer School, Essex Junction, Vt., July 28-Aug. 12.

MAINE.—Summer Course in Science, Bowdoin college, Brunswick, Me. July 9-Aug. 13. F. C. Robinson.

Summer School, beginning July 13, Fryeburg.

Summer School, beginning July 23, Saco.

Summer School, beginning August 5, Turner.

NEW HAMPSHIRE.—Summer School of Methods at Plymouth. Aug. 19-31.

New Hampshire Summer School of Biology, July 8-August 3, Durham. Charles S. Murkland.

MIDDLE ATLANTIC STATES.

NEW YORK.—The Mid-Summer School at Owego, N. Y., July 15-Aug. 2. Address Geo. R. Winslow, Binghamton, N. Y.

University of the City of New York. Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.

The National Summer School at Glens Falls, N. Y. Three weeks. Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.

Cornell University Summer School, at Ithaca, N. Y. July 8-August 16. Professor Charles E. Bennett, Cornell University, Chairman of Executive Committee.

School of Languages at Point o' Woods, Long Island.

Long Island Chautauqua at Point o' Woods. Teachers' Retreat, July 4-Sept. 1. Rev. A. E. Colton, Patchogue.

Moer's Summer School at Moer's, N. Y. July 22-Aug. 16. Address Fred. E. Duffer, Moer's, N. Y.

Catholic Summer School of America, near Plattsburg, N. Y. July 6-Aug. 19.

Chautauqua Summer Schools, at Chautauqua. July 6-Aug. 6. W. A. Duncan, Syracuse, N. Y.

Cayuga Lake Summer School of Methods at Ithaca, N. Y. Begins July 16. Mr. F. D. Boynton.

Central New York Summer School at Tully Lake, July 16-Aug. 2. J. A. Bassett, Richfield Springs, N. Y.

Conference of the "Brotherhood of the Kingdom" at Marlborough in August.

Summer School, beginning July 22, North Bangor. Commissioner Hyde.

Summer School of Neff College of Oratory, June 21-August 1, Hamilton.

NEW JERSEY.—The Berlitz School of Languages at Asbury Park, N. J. Address 1122 Broadway, New York City.

PENNSYLVANIA.—American Society for the Extension of University Teaching. Summer Course of lectures at University of Pennsylvania, Philadelphia, July 1-26. Edward T. Devine, 111 S. 15th St., Philadelphia.

Conneaut Lake Summer School of Pedagogy at Exposition Park begins July 8.

DELAWARE.—Kent County School of Methods in the Public School Building, Dover Del. Five weeks. Beginning Monday, July 1. C. C. Tindal, manager.

CENTRAL STATES.

ILLINOIS.—Cook County Normal Summer School, Chicago (Englewood), Ill. Three weeks, July 15-Aug. 3. Wilbur S. Jackman, manager, 6916 Perry avenue, Chicago.
 Prang Summer School at Manual Training School, Chicago. Three weeks, begins July 29. Address Prang Educational Company, 151 Wabash avenue, Chicago.
 Chicago Kindergarten College Summer School of Pedagogy, July 15-Aug. 10. Miss Elizabeth Harrison, principal.
 School of Social Science, Chicago, Ill. Aug. 22-29.
 American Institute of Normal Methods: Western session at Highland park, Ill., Aug. 6-23. Address A. W. Hobson, business manager, 262 Wabash ave., Chicago. Eastern session at Providence, R. I., July 16-Aug. 2. Address Albert A. Silver, 110 Boylston st., Boston, Mass.
 Berlitz Summer School of Languages, Chicago, Ill. Address 1122 Broadway, New York.
 Summer School, University of Illinois, Champaign, June 17-July 15. David Kinley, Urbana, Ill.
 Dr. John W. Cook Summer School of Greer College at Hoopeston, June 17-Aug. 3. Simeon W. Dixon.
 Summer Session of the Columbia School of Oratory and Physical Culture at Chicago, July 2-27. Mary A. Blood, 17 Van Buren St., Chicago.
 Summer School of Elcution at Soper School of Oratory, Chicago. Begins July 1.
 Chicago Theological Seminary. One week's session for the discussion of social economics, beginning Aug. 22.
 Summer Session, Greer College, June 11-August 3, Hoopeston. Simeon W. Dixon.
IOWA.—Des Moines Summer School of Methods, July 9-Aug. 2. W. A. Crusinberry, manager. Drake University, Des Moines, Iowa.
 Summer Latin School, Drake University. Nine weeks devoted exclusively to Latin. June 24-Aug. 23. C. O. Denny, Drake University, Des Moines, Iowa.
 Conference of the "Brotherhood of the Kingdom" at Iowa college in June and July.
 Summer School of Western Normal College, Shenandoah, Iowa, June 11-Aug. 1. J. M. Hussey, Pres.
 Summer Training School for Teachers at Des Moines. Begins June 18. Elizabeth K. Matthews.
WISCONSIN.—Summer School, University of Wisconsin at Madison, July 9-Aug. 3. Prof. J. W. Stearns.
 Turner School for Physical Training at Milwaukee, Wis., July 1-Aug. 10. Prof. Carl Betz, Kansas City, Mo.
 July 8-Aug. 16.—Polk County Teachers' Summer School at St. Croix Falls, Wis. Address Paul Vandereike, St. Croix Falls, Wis.
 Wisconsin County Summer Schools, at De Pere, Ahnapee, Chippewa Falls, Arcadia, Merrill, Ellsworth, Appleton.
 July 14-Aug. 4.—Columbian Catholic Summer School, Madison, Wis.
 Dr. E. McLaughlin, Fond du Lac, Wis., secretary.
 The Western Y. M. C. A. will hold a conference at Geneva Lake, June 21-July 1.
 Summer Conference of the Young Woman's Christian Association at Lake Genoa.
KANSAS.—Topeka Summer Institute, June 3-July 1, and July 20. Address W. M. Davidson, Topeka, Kans.
 Kansas State Normal Summer School at Emporia, June 14-Aug. 2. W. G. Stevenson.
 Linn County Institute and Summer School at Pleasanton. Begins June 17. J. C. Lowe, Mound City.
OHIO.—Summer School of Western Reserve University at Cleveland, July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.
 Scio College Summer School, beginning June 25, Scio.
 The Lore City Normal School, beginning June 22, Lore City. J. R. Hartup.
 Cambridge Normal Summer School, July 15, Cambridge. J. P. Turner.
 Summer School of Winchester Normal, beginning July 15. H. L. Cash, Gibson, O.
 School of Theology at Western Reserve University: Ten days, beginning July 8.
 Summer Normal Training School of National Normal University at Lebanon. June 18-Aug. 8. Alfred Holbrook.
 Art Academy of Cincinnati. June 17-Aug. 24. A. T. Goshorn.
 Oberlin College, Oberlin, Ohio, will hold a ten days' session for the discussion of social economics, the last ten days in June.
 Western Reserve college School of Theology. Ten days beginning July 8.
MICHIGAN.—University of Michigan Summer School. July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.
 Alma College Summer School at Alma, Michigan. July 8, continuing 4 weeks. Address Jos. T. Norton, Alma, Mich.
 Kindergarten Training School at Grand Rapids, Mich. Mrs. Lucretia Willard Treat, principal. July 5-Sept. 1. Address Clara Wheeler. Box 44, Grand Rapids, Mich.
 Petoskey Normal School and Business College at Petoskey, Mich. Summer terms begin May 6, June 3-17, and July 1-15. Address M. O. Graves, M. A.
 June 1-Aug. 26.—Summer Session Flint Normal College.
 Bay View, Michigan, Summer University. July 10-Aug. 14. Embraces six complete schools. J. M. Hall, Flint, Mich., supt.
 Summer School of Pedagogy and Review in connection with Benton Harbor College and Normal. June 24-Aug. 2. G. J. Edgcombe.
 Summer Term of Ferris Industrial School, Big Rapids, Mich. May 20-July 1. W. N. Ferris.
 Albion College Summer School at Albion, Mich. July 2-31.
 National Summer Music School, Conservatory of Music, Detroit. July 1-12. Mrs. Emma A. Thomas.
MINNESOTA.—University Summer School at the University of Minnesota, Minneapolis. July 29-Aug. 25. N. N. Pendergast, Supt. of Pub. Instruction, St. Paul, Minn., and Prof. D. L. Kiehle.
NEBRASKA.—Summer School, Lincoln Normal University, Normal, Neb. June 4-Aug. 5. J. F. Taylor.
 Summer School, Cotner University, Lincoln, Neb. July 1-Aug. 16. J. A. Beattie, Pres. Bethany.
 The Orleans Chautauqua and Summer School at Orleans, Neb. June 10-July 6. R. H. Esterbrook, sec'y.
 Nebraska Normal College Summer Session at Wayne. Begins June 10. J. M. Pile.
 Summer Session of Fremont Normal School and Commercial Institute at Fremont. Begins June 11. W. H. Clemmons.
INDIANA.—Summer School of Northern Indiana Normal at Valparaiso. Begins June 12. H. B. Brown.

Summer Session of Marion. Normal College. Begins July 22. A. Jons.
 Summer School of Central Normal College at Danville. Begins June 11. J. A. Joseph.
 Crawfordsville Normal Summer School. July 1-Aug. 23. M. W. Baker.
 Summer School of Southern Indiana Normal College at Mitchell. June 11-July 22. John S. Willis.
 Summer School of Tri-State Normal College at Angola. Begins May 21. L. M. Sniff.
KENTUCKY.—Summer Session of Central Normal School at Waddy. Begins June 11. J. B. Secrest.
 Summer Session of Ellicott Institute and Normal School. June 4-July 30. Whitty Waldrop, Kirksville.
ALABAMA.—Summer School at Eufaula, Ala. Begins June 17, continuing ten weeks. F. L. McCoy, Principal, Eufaula, Ala.
MISSISSIPPI.—Mississippi Summer Normal Peabody State Institutes. Four weeks. Beginning at Aberdeen, June 3, Meriden, June 6, Brookhaven, June 24. Colored Normals: Tougalow, June 3, Greenville, June 3. West Point, July 1. Sardis, June 17.
 Summer Normal, beginning June 24, Brookhaven.
NORTH CAROLINA.—University of North Carolina Summer School at Chapel Hill, June 25-July 26. Edwin A. Alderman.
 Summer School for Teachers and Students at the University of North Carolina. June 25-July 26. Address Geo. T. Winston, president of the University, Chapel Hill, N. C.
FLORIDA.—Atlanta Chautauqua at Ponce de Leon Springs. June 25-July 8.
 Summer School at Live Oak, begins July 8, continues 8 weeks. Two departments, for white and colored teachers. Tuition free. Address W. N. Sheets, Superintendent of Public Instruction, Tallahassee, Florida.
 De Funiak Springs (for whites only), begins July 1, and continues eight weeks. Faculty: Dr. W. F. Vocum and Miss Clem Hampton.
 Apalachicola (for whites and negroes, in separate departments), begins July 1, and continues eight weeks. Faculty: Dr. C. P. Walker, W. A. Little, and T. M. Rivers.
 Tallahassee (for negroes only), begins July 8, and continues eight weeks. Faculty: T. J. McBeath, H. W. Demilly, W. S. Cawthon.
 Palatka (for whites and negroes, in separate buildings), begins July 1, and continues eight weeks. Faculty: F. Pasco, J. H. Fuls, I. I. Himes.
 DeLand, or one of Volusia county's coast towns, (for whites only), begins July 1, and continues eight weeks. Faculty: J. M. Williams, Harry E. Graham.
 Kissimmee (for whites only), begins July 1, and continues eight weeks. Faculty: Tom F. McBeath, David L. Ellis.
 The following schools are provided for conditionally:
 Inverness (for whites only), begins August 5, and will continue four weeks. Faculty: John F. Forbes, Arthur Williams.
 White Springs, or some neighboring place (for whites and negroes, in separate buildings), begins August 5, and continues four weeks. Faculty: O. P. Steves, J. B. Parkinson, Chas. H. Tatum.
 All teachers or persons preparing to teach within the next year may attend free of tuition.
TEXAS.—Summer Normal, Salado, Texas, June 24-Aug. 16. T. J. Witt, State School of Methods at Dallas. June 4-22. Supt. J. L. Long.
 Special Summer Normal Term of Spirey's High School, at Temple. July 22-Oct. 11. W. E. Spirey.
GEORGIA.—Southern Summer Normal Music School, at Cumberland Island, June 25-July 5. B. C. Davis.
 Terrill College, Summer Session, at Decherd. July 2-Aug. 24. Jas. W. Terrill.
 Summer Conference of the Young Woman's Christian Association at Rogersville.
VIRGINIA.—Virginia Summer School of Methods. Four weeks, June 24-July 22. Address E. C. Glass, Lynchburg, Va.
 Summer School, July 2-30. Abingdon. R. A. Preston.
 Summer School, July 2-30, Charlottesville. Frank A. Massie.
 Summer School, July 2-30, Farmville. C. C. Bass.
 Virginia Summer School of Methods, June 24-July 22, Bedford City. E. C. Glass, Lynchburg.

ROCKY MOUNTAIN AND PACIFIC STATES.

COLORADO.—Colorado Summer School of Science, Philosophy and Languages, Colorado Springs. Four weeks, begins July 15. George B. Turnbull, A. M., Prin. High School, Colorado Springs, director.
 Summer School of University of Colorado at Boulder. July 13-Aug. 24. Carl W. Belser.
 Summer School, Denver Normal and Preparatory School, June 10-July 26, Denver. Fred Dick.
OREGON.—Lakeview, Oregon, Summer School, June 24-Aug. 3. J. J. Monroe.
 July 22 to Aug. 23.—Summer Normal School at Gearhart Park on the sea coast near the mouth of Columbia river under the direction of Pres. C. H. Chapman, of Eugene; and others prominent in school work in Oregon.
SOUTH DAKOTA.—Normal Teachers' Institute at Sioux Falls. July 15-Aug. 12. Prof. Edwin Dukes.
 Lake Madison Chautauqua Schools at Lake Madison, S. D., in connection with the Chautauqua Assembly. July 9-23. Prof. H. E. Kratz, Ph. D., Sioux City, Iowa.
 Normal Institute for Fifth District at Colorado Springs, June 17-28. Address Supt. Clarence O. Finch, Colorado Springs, Colo.
NEW MEXICO.—Summer School of University of Albuquerque, August, Albuquerque.

CANADA.

NOVA SCOTIA.—Summer School of Science for the Atlantic Provinces of Canada at Amherst, N. S. July 3-18.

Teachers' Associations.

July 18-19-20.—The Annual State Teachers' Association at Oregon City, in connection with the State Chautauqua Association.
 July 18-25.—Pan-American Congress of Religion and Education at Toronto, Canada. Address S. Sherin, Sec'y, Rossin House, Toronto, Canada.
 July 30-August 1.—Tennessee State Teachers' Association at Franklin.
 Connecticut State Teachers' Association at New Haven, October 18, 1895. President, W. I. Twitchell, Hartford, Conn.

It Clings to the Memory.

Every one was proud of the great World's Fair; proud because they lived at a time when, notwithstanding the great financial depression, when banks and business houses were financially wrecked on every hand--notwithstanding such calamities the citizens of every State gathered together the good, the true, and the beautiful, and made of them a gorgeous pageant that outshone even the splendor of the Cæsars with all their ancient Roman pomp and magnificence.

It is worthy of note, too, that in this country where so much effort is devoted to the accumulation of wealth, the nation should pause long enough to build such a magnificent peace offering.

Its memory cannot die with this generation, for every right minded man or woman will have a souvenir of the event to leave to their descendants.

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It is very aggravating at times to be in doubt. You would like to have a certain thing, and you are hovering, mentally, between yes or no, undecided whether to go ahead or stay behind. Judging from the number of readers of THE SCHOOL JOURNAL who have not as yet sent in an order for a set of World's Fair Souvenir Spoons, there are many in doubt. They cannot quite persuade themselves that ninety-nine cents will buy six spoons that were sold formerly for \$9.00. They argue that there must be something peculiar about the offer, that there is a catch somewhere. To those who thus lag behind, it might be well to say that thousands who have bought them have written their thorough appreciation, and express surprise that the spoons are such beauties. They are really better and handsomer than type can explain, and the offer is a genuine one.

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Notes from Correspondents.

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TREMONT, IND., Steuben Co.

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Spoons. How much longer will the offer last, or rather, how much longer will the spoons hold out? Respectfully,
EDW. W. BONNEY,
8 Myrtle St.

DES MOINES, IA.

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Chicago, Ill.,

Gentlemen:—I received my spoons yesterday and was quite well pleased with them. I have shown them to several of my friends, and I will send for three sets in a few days, and probably six sets, if the offer will be the same on the last three as the first three. Yrs. respectfully,

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The above are all unsolicited words of appreciation. Read the description of spoons on this page. Send us your order and ninety-nine cents, and if you are not satisfied we will refund your money. Address Leonard Mfg. Co., 152-153 Michigan Ave., F.F., Chicago.

Summary.

If the reader will glance over the "Description of the Souvenir Spoons" there can be no doubt of the genuine bargain that is offered.

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Questions and Answers.

THE MONEY QUESTION.

Mr. Editor: On page 643 of THE SCHOOL JOURNAL, June 15, 1895, you say: "The past five years have been prolific of people discussing the question of money. There never was a time before when so many people existed capable in their own opinion to set matters right."

Why should this not be so? Is not this the day of the "New Education"? Are we not teaching "Observation Lessons," "Nature Study," "Science"? Under the "Old Education" people did not "think" they "crammed" for examination; they could not think, much less discuss. They hired their thinking done for them.

You say: "They start out with the assumption that something is the matter with the currency." Did we not start out a short time since with the idea that there was something all wrong with education, and we had the "Committee of Ten," with nine other committees of ten formed, and we were not happy. We enriched the committee business and swelled it to fifteen.

And still we are not satisfied, but now want it to consist of the 400 000 teachers of the United States. When shall we be satisfied? Have not the educational papers all over the country been boiling and seething over the Cleveland Report of Fifteen? What is the matter with THE JOURNAL? You cannot be keeping up with the wagon! I thought the "New Education" berated people who did not think and discuss. We might as well be discussing finance as straddle bugs." Do you not claim that it is "power" we need, not knowledge? Will not discussing finance give us as much power as discussing the reports of "ten" or "fifteen"? "Finance is a very important matter with most of us, and when we are putting up \$500,000 school-houses, and equipping them with the most costly appliances and filling them with \$5,000 professors and only giving twenty students to a "professor," we shall need to study finance.

J. FAIRBANKS.

Would you follow the plan of having children stand in a row and "toe a line" and spell orally in the old-fashioned way?
Brantville, Pa.

R. M. G.

How can you find the time for this waste of energy? Do you depend on such a plan to teach spelling? Have you no better way? Would you follow such a plan after all that has been said about the teaching of spelling in every class in geography, history, &c.? Are you following this plan and feel afraid to suspend it? Have you nothing as a substitute supposing you do suspend it?

Are pensions provided for New York and Brooklyn teachers? Please explain provisions.
Brooklyn.

E. L. M.

In New York the law went into effect in January, 1895; the money that constitutes the fund is derived from fines imposed on teachers for infractions of rules. In Brooklyn the fund is derived from one per cent. retained from salaries of teachers and goes into effect January, '96.

Is there a pension provided for Chicago teachers?

E. V. M.

The school teachers of Chicago must create their own pension fund, as do the police and firemen. The bill provides that one percentum per annum shall be deducted from their salaries and set apart as a pension fund. This fund shall be distributed by the board of education, the superintendent of schools, and two representatives of the teachers and employees, who shall form a board of trustees. Women teachers may be retired after twenty years of service and men teachers after twenty-five years of service, providing that three-fifths of their services shall have been performed in the city where they are retired, and that their pension shall not exceed \$600 per annum.

Are microbes of any use?

F. G.

Microbes play a very important part in organic life, fermentation would cease without them. It has been known for long that many kinds of bacteria, normally present in the intestines, aid in the digestion of food, chiefly acting as ferments, altering food-material into substances that can be absorbed by the cells of the intestines. An apparatus has been tried in which small animals could be kept for a number of days, while the air that they breathed and the food that they ate were sterilized. One result was that the animals lost weight more quickly.

In a large number of the experiments the animals died, sometimes in a few minutes, more often in a few hours or a few days, after the beginning of the experiment.

1. Along what chief lines of progress is education in the United States advancing most rapidly at the present date?

2. How does the school system of United States compare with that of France or Germany?

3. Please give a brief sketch of the origin and development of the school system of United States.

The schools early established in New England were the germs of the school systems in the several states; these were of a high school character and were for the wealthy. Afterwards the free school idea was adopted and is universal. An answer to your first question will be obtained by a steady reading of THE SCHOOL JOURNAL; the second and third demand the perusal of several volumes. A brief summary is as follows: In 1630 the states general in Holland voted to maintain a school and clergyman in New York and for the purpose laid a school tax on every inhabitant. The early schools were supported in various ways, by tax and endowment, and in the case of Harvard college by the receipts of the Charlestown ferry.

In 1642 the general court of Massachusetts ordered that when a community numbered fifty householders, a teacher should be provided at public expense, and when the number reached 100, a grammar school should be supported in the same way. In 1644 each family was required to pay to the school fund one peck of corn or money equivalent.

In 1771 Hartford, Conn., agreed to teach even girls reading, writing, and the catechism. The men among the early colonists were well educated, one in thirty being a graduate from Cambridge, but the women were kept in ignorance and many could not even sign their names.

In 1788 Northampton voted not to be at the expense of schooling girls, and about the same time when the meeting at Hatfield, Mass., was petitioned by a tax-payer to allow his daughters to attend the town school, an indignant fellow townsman said, "Hatfield school! Never." To-day at Northampton stands Smith college founded through the liberality of Miss Smith, of Hatfield.

The Second Summer

many mothers believe, is the most precarious in a child's life; generally it may be true, but you will find that mothers and physicians familiar with the value of the Gail Borden Eagle Brand Condensed Milk do not so regard it.

Summer weakness can be avoided if the blood is purified by Hood's Sarsaparilla.

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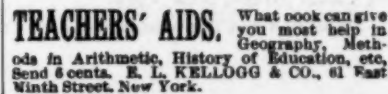
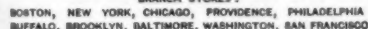
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Publishers' Notes.

Among the letters recently received by Mr. Fred. Frick, of Waynesboro, Pa., is the following:

MY DEAR SIR:—We have given your Program Apparatus a six months' trial, and I am pleased to say that it is doing its work with great satisfaction. It rings all our bells for the entire seven days of the week, the bells being located in our school-house and two separate dormitories. Regularly it gives signals throughout these three buildings every fifty minutes, and again five minutes later throughout the entire morning. It also rings the bells for meals and study hours. It does its work with great precision. The clock itself keeps excellent time. Indeed, it is all that we could desire. It gives me great pleasure thus to recommend your clock. Very truly yours,

F. L. SHEPARDSON, Acting Prin.
Worcester, Mass., Academy.

It is a bad plan to imbibe strong liquors at any time and especially so during the warm weather. Those who take temperance drinks stand a great deal better chance to get through the heated term without having a fit of sickness. Some of the best temperance drinks to be had are made from the pure high grade cocoas and chocolates of Walter Baker & Co., Dorchester, Mass. They are sold by grocers everywhere. Be sure that the place of manufacture is printed on each package.

The testimony of users of the Caligraph to its durability is universal. Besides it has the other necessary qualities of a high-grade machine. Send to the American Writing Machine Co., 237 Broadway, N. Y., for descriptive circular of the No. 4 Caligraph, the latest model.

Prof. A. B. Hart, of Harvard, writes as follows in regard to Thomas' History of the United States: "The treatment of public questions is broad, interesting, and impartial, without losing the American spirit. It is an honest, intelligent, and well-modeled book." There are full bibliographical references, illustrative readings, and appendices. For full description write to D. C. Heath & Co., Boston.

It is a source of annoyance for the careful housekeeper to have to put chipped and broken china on the spotless table cloth. This incongruity need not be if she will buy her tea, coffee, and spices, of the Great American Tea Co., 31 Vesey street, N. Y. Besides all kinds of china ware, hanging lamps, watches, music boxes, jewelry, cook books, etc., are given away. Good incomes are made by taking orders for this firm.

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Go by the book. Pills 10c. and 25c. a box. Book free at your druggist's or write B. F. Allen Co., 365 Canal Street, New York.

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adoption by the cities of Brooklyn, Boston, Philadelphia, Providence, and Jersey City, besides nearly one hundred cities, townships, and boroughs in New Jersey. 300 districts in Pennsylvania, sixty per cent. of the schools of Connecticut, and ninety-three per cent. of the schools of Rhode Island, and many schools in Maine and Vermont. Ginn & Co., Boston, are the publishers.

New Books.

It is asserted by some that the Russians will soon be the ruling people in the world; whether this prediction will come true or not, they are at present of sufficient importance to be worth serious study. Like the Americans they have been frequently misrepresented. It was the purpose of Isabel F. Hapgood in her *Russian Rambles* to correct some of these misstatements, by describing what actually came under her observation. This has not been done by narrating a connected history of her journey but by giving incidents that reveal the life and character of the people. The book is written in a lively, graphic style, and makes very pleasant and instructive reading. (Houghton, Mifflin & Co., Boston. \$1.50.)

A volume that is a sequel to the others lately published on social science is that entitled *Life and the Conditions of Survival; the Physical Basis of Ethics, Sociology, and Religion*, comprising a series of lectures and discussions before the Brooklyn Ethical Association. The contributions to the volume are: "Cosmic Evolution as Related to Ethics," by Dr. Lewis G. Janes; "Solar Energy," by A. Emerson Palmer; "The Atmosphere and Life," by Dr. Robert G. Eccles; "Water," by Rossiter W. Raymond, Ph. D.; "Food as Related to Life and Survival," by Prof. W. O. Atwater; "The Origin of Structural Variations," by Prof. Edward D. Cope, Ph. D.; "Locomotion and its Relation to Survival," by Dr. Martin Holbrook; "Labor as a Factor in Evolution," by Dr. David Allyn Gorton; "Protective Covering," by Mrs. Lizzie Cheney Ward; "Shelter, as Related to the Evolution of Life," by Z. Sidney Sampson; "Habit," by Rev. John White Chadwick; "From Natural to Christian Selection," by Rev. John C. Kimball; "Sanitation," by James Avery Skilton; "Religion as a Factor in Social Evolution," by Rev. Edward P. Powell. (Chas. H. Kerr & Co., Chicago. \$2.00.)

The style of Washington Irving is so delightful that his writings offer a perennial feast for lovers of pure literature. Admirers of this great American writer will therefore be pleased to know that a new students' edition of his works is being published. *The Alhambra* in this series is edited by Arthur Marvin, instructor in English literature at Hopkins' grammar school, New Haven, Conn. The text of this volume is that of the complete edition which was revised by Irving himself. The introduction and notes are primarily intended to be of service to the instructors and pupils in secondary schools. The plan of the *Alhambra* and several illustrations have been inserted, and the bibliography is intended to aid readers to a more thorough knowledge of this famous structure than the limits of this edition have permitted. (G. P. Putnam's Sons, New York. \$1.00)

In the first volume of the third series of the "All-Over-the-World Library" (*Across India*), Oliver Optic takes the Belgrave family, in their steamer, the *Guardian Mother* sailing to Bombay and Surah. At the latter place the party leave the steamer and continue their voyage by rail to Lahore, Delhi, Cawnpore, Lucknow, and Benares, visiting the scenes of Sepoy rebellion, as well as many other interesting places. During the voyage on the *Guardian Mother*, a

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party containing a number of persons of importance in India were rescued from the perils of the sea, and through their influence the party enjoyed many privileges, and were given much information during their tour in the country, which it would otherwise have been difficult to obtain. The geography and history of the country are conveyed in a most interesting manner. (Lee & Shepard, Boston. \$1.25.)

Those who love to take literary or historical excursions, either in reality or in imagination, will read with pleasure William H. Rideing's book entitled *In the Land of Lorna Doone*. In the sketch which gives the title to the book he sketches with great skill the scene of Blackmore's famous novel. The other sketches in the book are entitled "In Cornwall with an Umbrella," "Coaching out of London," "A Bit of the Yorkshire Coast," "Amy Robsart, Kenilworth, and Warwick," Mr. Rideing's pictures of some scenes famous in history and romance glow with fascinating vividness. He is often witty and always genial, and the result is that his book has not a dull page in it. The little volume is admirable as a supplement to the ordinary tourist's book. It ought to appeal to a very large circle of readers. (Thomas Y. Crowell & Co., New York and Boston.)

Literary Notes.

Ginn & Co. have published Bain's *Odyssey, Book VI.*, Wentworth's *Mental Arithmetic* and Hale's *Poems of Herrick*.

The first edition of Henry B. Fuller's novel, *With the Procession* (Harper & Brothers) having been disposed of, increasing demands for the book have about exhausted a second edition.

John La Farge's lectures on art will be published in book form by Macmillan & Co. in the fall.

Mrs. Rebecca Harding Davis' story, *Dr. Warrick's Daughters*, will be published as a serial in *Harper's Bazaar*, beginning in July. The scene of it at first is Pennsylvania at the close of the civil war, and later the Southwest.

Frederick Warne & Co. announce a new international series on "Public Men of To-Day." The initial volume will be *The Ameer of Afghanistan*, by S. E. Wheeler, to be followed by *Li Hung Chang*, by Prof. Robert K. Douglas, *The Right Hon. Cecil Rhodes*, by Edward Dicey, *The German Emperor*, by Charles Lowe, *Senor Castelar* by David Hannay, and others.

Margaret Deland has a new novel nearly ready for publication.

Jules Marcou's biography of Agassiz will not appear until September. Prof. Marcou came to America with Agassiz, and for many years was closely associated with him.

Prof. William P. Trent, who wrote the biography of William Gilmore Simms in the American Men of Letters Series, is writing a volume on *Southern Statesmen of the Old Régime*, which the Messrs. Crowell will issue in their "Library of Economics and Politics."

Henry James' new collection of short stories, entitled *Terminations*, will be issued at once by Harper & Brothers.

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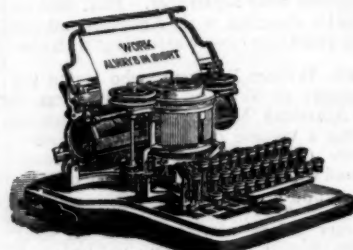
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